

the forty-seven hundred

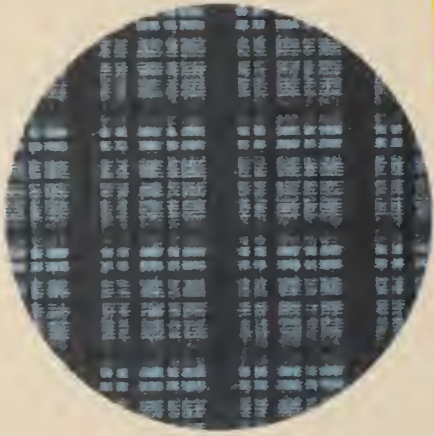
the story of The Mount Sinai Hospital School of Nursing

Text by Janie Brown Nowak

*Edited, produced and illustrated by the
Historical Study Committee*

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ON THE MORNING of March 11, 1881, eight young women took the first step toward a new and exciting career. As probationers, they attended their first day of classes at the newly opened Mount Sinai Training School for nurses on Lexington Avenue in New York. Based on the Nightingale model, it represented one of the first modern nursing schools in the United States. It grew rapidly, soon gaining wide recognition as a leader in nursing education, to become one of the most famous schools of nursing during its ninety years of existence.

This book tells the fascinating story of this prestigious school—its students, graduates, faculty and friends—and of its trials and achievements. The school's history reflects, and was deeply affected by social changes in the United States and by world events. Many of its graduates participated in World Wars I and II, tending sick and wounded soldiers on Europe's and Africa's battlefields, while its students and greatly depleted graduates did double duty at home.

The story shows the sense of mission of its directors and the support of its many friends that enabled the school to continuously expand its curriculum and provide ever richer programs for its students. Mount Sinai Hospital, always a pioneer in medicine since it first opened in 1855, provided

(continued on back flap)



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PHOENIX PUBLISHING
Canaan, New Hampshire

Library of Congress Catalog Card 81-5202
ISBN 0-914016-79-2

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Printed in the United States of America
by Courier Printing Company
Binding by New Hampshire Bindery
Design by A. L. Morris

*This book
is dedicated to
the 4,700 Mount Sinai graduates,
and
to the members of the Alumnae Association
of The Mount Sinai Hospital School of Nursing
who made the writing of this story
possible.*



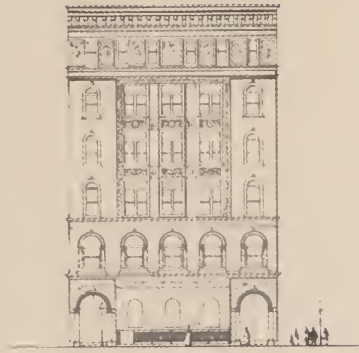
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FOREWORD



HOW HONOR the one hundredth anniversary of a world-famous, much-loved school of nursing? By recounting the events that shaped the history of the school and the lives of its graduates, of course. That was the decision made by the board of directors of the Alumnae Association, when it began planning for this milestone two years ago.

Members of the Association's Historical Study Committee commissioned Janie Brown Nowak with the board's approval, to research and write the text that would tell the story of the nursing school. The committee's objective, right from the start, was to produce a lively, entertaining text—one that would emphasize more than the achievements of the school and its graduates during the ninety years of its existence. The committee was determined to provide all readers with a sense of what it was really like to be a student in this school. The "tradition of excellence," for which this nursing school is justly famous, was built as much by the school's demands on its students' discipline, courage, stamina, and sense of moral responsibility toward the patients in their care, as by its insistence on academic performance. The committee, individually and in group sessions with the author, expressed this philosophy and guided her toward the persons and materials that could best document all of the school's special qualities.

Taking the responsibility for producing and illustrating this text with a wealth of archival materials and pictures meant assuming a considerable risk. Could the association afford such a lavish production? Responses from members and friends of the association indi-

cated that it must. This school, which has inspired so many graduates with a lifelong sense of dedication to their profession and to those seeking to regain, or improve their health, deserves nothing less. We believe that the graduates of The Mount Sinai Hospital School of Nursing, friends of the school, and especially the nursing students who read this book will gain a special understanding for the importance of nursing at its best, more needed now than ever before.

In the spirit in which this school was founded one hundred years ago, we therefore offer its story. It portrays a school that consistently maintained the highest standards, grew with the times, and was often ahead of the times, instilling in each student its own, unique perception of the critical importance of nursing. To that spirit we pay tribute in publishing this book.

HISTORICAL STUDY COMMITTEE

Charlotte Isler

Marjorie Lewis

Annette Katzin

May S. Eberstein

Deena G. Gill

P R E F A C E

I N WRITING the history of The Mount Sinai Hospital School of Nursing, I have attempted to describe a century of events from an historian's perspective. Jacques Barzun has defined the purpose of history as the discovery of significant relationships or patterns among the events occurring in the past. In order to accomplish that, certain areas have been given broader emphasis than others.

Many readers, especially those who are graduates of this school of nursing, may fondly remember a certain decade or era, wishing that more information had been included about that period. The principal task here, however, has been to select those events which best represent the one hundred years of history of The Mount Sinai Hospital School of Nursing. Those readers who are graduates of the school will no doubt add their own personal store of memories, both recorded and private, to further enhance their recollections as they read this story.

A special word of thanks to all the alumnae who have gathered, organized and preserved the materials in the Archives Room. This extensive collection was my principal resource in researching this book. Those who have worked closely with the archives in recent years include Sylvia Barker, Helen Biganaisse, May Shamp Eberstein, Loretta Hoey, Charlotte Isler, and Esther Lipton.

I feel equally indebted to those nurses at Mount Sinai who recorded brief histories of The Mount Sinai Hospital School of Nursing and the Alumnae Association in earlier years. These include director of nursing Elizabeth A. Greener, who gathered data during the 1920s for a history to be completed by the fiftieth anniversary in 1931. Alumna Susan Shillady (class of 1883) chaired the committee that eventually collected the remaining data, enabling Miss Greener and members of the Alumnae Association to document the events of the first fifty years of the nursing school. Alumnae Bessie Wolfson Rogow

and Clare Skaling (class of 1934) later recorded a somewhat fuller history of the initial twenty-five years of the school of nursing. "The Mount Sinai Hospital of New York: 1852-1952," by Joseph Hirsh and Beka Doherty, provided good background material although it drew heavily on earlier writings by Wolfson and Skaling, and Elizabeth Greener.

Grace A. Warman and Sylvia Barker organized the historical materials for the school's seventy-fifth anniversary in 1956. Elizabeth Dixon (class of 1913) compiled highlights of the history of the Alumnae Association for that event, and these were further updated by Janet Hyman Freeman (class of 1944) in 1968. Charlotte E.K. Wineburgh (class of 1931) researched and wrote, in collaboration with Charlotte Isler, "The History of The Oaks," which served, with other materials from the archives as source material for the story of this association property.

A special thanks to the Historical Study Committee for its support and guidance, as well as to Donna Butler, executive secretary of the Alumnae Association, and to my husband Ronald, whose support was invaluable.

Janie Brown Nowak

King of Prussia, Pennsylvania
March 1, 1981

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The Founding of Mount Sinai Hospital

DURING THE LATTER HALF of the nineteenth century, the United States was experiencing one of its greatest periods of expansion. Spurred by revolutions sweeping Europe, almost 2,000,000 immigrants flocked to United States shores during the 1850s. New York City, a welcome port for the immigrants, soon became the new home for many of them. In 1880 the population of Manhattan Island had reached 1,164,673.

New York City became a center of American wealth, fashion, and power. Electric lights glittered from Fourteenth to Twenty-sixth streets. An elevated railroad began running in 1878, and during that same year a telephone exchange was installed. (By 1882 The Mount Sinai Hospital could be reached by telephone by asking for "39th Street, 257.") Well-to-do residential areas encompassed Bowling Green, Park Place, and Murray and Chambers streets and were spreading north to Washington Square.

However, another side of New York City was also present: that of the world of the new immigrants. They crowded into shanties and tenements without heat, adequate running water, or toilet facilities. Tuberculosis, cholera, and typhus ravaged this population. Foreigners and recent immigrants accounted for fully one third of the deaths in New York City.



The Mount Sinai Hospital on Lexington Avenue and 67th Street in 1872.

With the large influx of immigrants in the 1850s, the needs of the Jewish immigrants proved too much for the existing facilities provided by the various local synagogues. In the larger communities within the city, various philanthropic groups and societies were formed to meet the burgeoning needs of the newly arrived immigrants. Many lived in squalor, and in some areas the death rate was almost twice that of New York City as a whole. Children suffered the most, with the death rate in some slum areas as high as sixty-two percent, two out of three children died before reaching the age of five.

Consequently, a group of Jewish philanthropists, headed by Sampson Simon, formed an alliance to establish a hospital to support the needs of the sick and infirm of the Jewish community. Their efforts came to fruition with the incorporation of the Jews' Hospital of New York on January 15, 1852. Through the generosity of these men the hospital was able to provide free care for those who could not afford to pay. This policy was maintained for the next fifty years, until the hospital became too large and the number of patients too great to be supported by philanthropic resources alone.

The first hospital site was on Twenty-eighth Street between Seventh and Eighth avenues on a lot twenty-five feet by about ninety-eight feet. The quiet surroundings were a soothing balm to the spirit of the ill and infirm. The initial bed capacity was forty-five and,

through generous donations, gradually increased to sixty-nine. The building was dedicated on May 17, 1855, and the hospital began admitting patients in June. From December 1855 through December 1856, 216 patients were admitted for care. The modest operating budget totaled \$5,493.76, a sum which included \$1,511.14 for salaries and wages, \$297.10 for fuel, and \$447.61 for medicines and surgical instruments.

Some typical costs of medical services to the public in the mid-nineteenth century were as follows:

Office prescription	\$.25 to \$1.00
Each visit in town	\$.50
Written consultation	\$1.00 to \$5.00
Consultation visit	\$1.00 to \$3.00 (plus mileage)
Natural delivery	\$4.00 to \$5.00
Surgery for fractures	\$5.00 to \$25.00

The average salary of a worker was about \$2.00 per day. In comparison, food prices were very expensive at that time: beef and veal were 18 cents a pound, a four-pound chicken averaged 56 cents, but liver was given away free with other meat purchases.

At first the hospital maintained a sectarian policy; however, it treated all accident cases. During the Civil War donations provided sixty-nine hospital beds for Union soldiers, but after the war Jews' Hospital became nonsectarian, and in 1866 the name was changed to The Mount Sinai Hospital.

Mount Sinai rapidly outgrew the facilities at Twenty-eighth Street. After careful planning and aggressive fund raising, in 1872 the hospital moved to a larger site on Lexington Avenue between Sixty-sixth and Sixty-seventh streets. The *Daily Times* described the new building "as one of the handsomest and most imposing in the city . . . with its red brick walls generously trimmed in white marble and its blue window shades," making Mount Sinai one of the early landmarks in New York City. The three-story building was dedicated on May 28, 1872, "with a good band in attendance and a choir of voices." By 1885 it had a bed capacity of two hundred.

During the first thirty years of its existence, Mount Sinai continually strove to change, expand, and initiate services to meet the growing needs of its clientele while maintaining the highest possible standards. Separate services or departments were established in the areas of medicine, surgery, gynecology, pediatrics, ophthalmology, and otology.



Ward rounds, 1889.

Following the establishment of Mount Sinai, patients were seen only within the confines of the building. Gradually, however, patients began to seek care outdoors and the hospital attended to these patients once or twice weekly without charge.

Mount Sinai was very fortunate to have some of the most distinguished physicians of the time on its staff. They included Arpad G. Gerster, first Listerian surgeon in America; Emil Gruening, one of the first surgeons in the United States to perform surgery for mastoiditis; Abraham Jacobi, a foremost specialist in children's diseases; Willard Parker, cofounder of Cincinnati Medical College; Thomas Markhoe, a founder of the New York Academy of Medicine; and John Allan Wyeth, a pioneer in postgraduate medical teaching.

The physician was a powerful figure, respected and feared by other staff members. In most instances he was the only formally trained person. Skilled nurses were virtually nonexistent, however. But this was to change soon, for a small band of determined women sought to improve the nature of patient care. They had the most scandalous and marvelous idea: to establish a school of nursing at Mount Sinai Hospital so that trained, skilled nurses would be able to replace the unskilled ones who had cared for patients up to this time.



The Genesis of The School of Nursing

THE STAFFING PATTERNS of most hospitals in the mid-nineteenth century in the United States and Europe consisted of a professional medical staff, untrained nurses, maids, and volunteers. Many of these “nurses” came from prisons or almshouses, nursing being considered menial work. Many times even those who were considered unemployable in any other job were hired as nurses. These so-called nurses neglected their patients, “terrorized the helpless, sick, took fees [illegally], and were not to be trusted with medicines, nor with food brought in by visitors.”

With a sense of mission, the British founder of modern nurse training, Florence Nightingale, decided to change these conditions. Her training methods dramatically improved the care of patients wherever they were attended by Nightingale-trained nurses. She opened her first nurse training school in 1860 at the St. Thomas Hospital in London. Soon her ideas spanned the Atlantic, and during the 1870s three schools of nursing based on the Nightingale model were opened in the United States, one of which was at Bellevue Hospital, in 1873.

Meanwhile, aware of the need to establish their own school, a small group of women from the ladies’ auxiliary of Mount Sinai



Louise S. Hendricks.

Hospital began to explore the possibility of starting a school of nursing in 1878. The leader of the group was Alma de Leon Hendricks. Earlier in the year she had been very ill and under the care of a trained nurse, Kate Rich, a graduate of the Bellevue School of Nursing. Mrs. Hendricks subsequently developed a keen interest in the training of nurses and quickly became a staunch advocate of founding a nursing school at Mount Sinai.

She approached Dr. Abraham Jacobi, a powerful member of the medical board of the hospital, about her proposed project, but he strongly opposed the idea as did many other members of the administrative and medical staffs.

They feared to put into the hands of young and inexperienced girls the very lives of the patients entrusted to the care of the Directorate and Board. An old and experienced "Sairy Gamp" seemed more likely to leave things to the Doctor and not take any initiative. It was feared that these giddy young girls would immediately offer opinions about cases or do things on their own responsibility, and leave, perhaps, a trail of corpses in their wake!



Sarah H. Florence.

Unfortunately, Alma de Leon Hendricks suffered an untimely death in 1879, and plans for the school of nursing were temporarily suspended. Support for the idea continued to grow, however. Even Dr. Jacobi, although he had been an early, ardent opponent of the idea, was finally won over by two of his colleagues, Drs. Henry N. Heineman and Julius Rudisch.

In 1880 a committee was formed of several members of the board of directors and members of the ladies' auxiliary to explore the establishment of a school of nursing. In December 1880 the committee reported its findings to the board. "Your committee feels that a necessity exists for regularly trained nurses, and such can only be obtained by the establishment of a school . . . connected with the hospital, but in its workings free and independent."

The committee allocated a budget of \$6,190 for the first year.

Salary of superintendent	\$ 500.00
Salary of two head nurses	600.00
Salary of six nurses to be trained	650.00
House rent	900.00
Three servants	540.00
Provisions and other house expenditures	2,000.00
Furniture	1,000.00
	<u>\$6,190.00</u>

The sum was to be raised by private donations, fundraising, and the services of the student nurses. Students, as part of their training,



Kate Rich.

were sent to care for patients in their homes; and the fee was given to the school. The final recommendation was that the school follow the Nightingale model for at least two years, based on Florence Nightingale's tenets on nursing education.

Miss Nightingale believed a training school should be administratively and financially independent of the hospital in which it was housed. She also believed that a nursing school should provide both practical experience and theoretical knowledge. She established a rudimentary curriculum, providing a definite number of required hours in theoretical and clinical study.

The goals of the Nightingale schools of nursing included developing "the mind and character of the nurse as well as her technical skill and practical ability." Previously, nurse training consisted of working on a hospital ward with other nurses for an undetermined number of hours. Neither formal instruction nor clinical supervision were required. The Nightingale schools also established basic admission criteria regarding the moral character of their applicants.

The committee's second report, on February 20, 1881, suggested an organizational structure for the school and its relationship to the hospital. Two standing committees would be formed: one composed

of five board members (including the president); the other, of three medical board members. Each would be called committee on training school, and together these two committees would form an equal part of the board of management of the school and represent the interests of the hospital.

The committee made two recommendations: first, that the hospital pay the school \$25 per month for three head nurses (instructors); second, that if the student nurses were deemed competent at the end of six months of training, the hospital would then pay the school \$20 per month per student nurse.

The recommendations of the committee came to fruition on February 26, 1881, when the school was incorporated. The Certificate of Incorporation (Article II) articulated the purpose of the school as twofold; to educate those who desire to care for the sick and to provide the public with "skilled educated labor." Another purpose, added later, was to furnish employment for women aspiring to higher education.

The charter board members were as follows:

Sarah H. Florance (president)	Ella Salomon
Henrietta Bettman	Betty Loeb
Amanda Lauterbach	Esther Moses
Carrie Hornthal	Louise S. Hendricks

The school opened on March 11, 1881, with eight probationers, four head nurses, and a superintendent of nurses, Kate Rich. Miss Rich was an 1877 graduate of Bellevue. Initially, she maintained the roles of matron and superintendent, but this proved to be too arduous a responsibility to maintain. As superintendent, Miss Rich was completely responsible for the operation of the school of nursing, its administrative, teaching, and clinical aspects.

On May 1, 1881, the students began their work at the hospital. Miss Rich describes the reaction of the medical staff. "Doctors objected to the "new fangled" nurses as we were called. After a while when the death rate was so much lower and the work went on so smoothly, two of the house staff came to me and apologized for their rudeness."

There were other problems. The matron of the hospital during the 1880s was not a nurse and strongly resented the trained nurse. As the superintendent of nurses, Kate Rich and the matron clashed frequently. At that time, all of the hospital's linen was furnished to the matron by the ladies auxiliary society. The nurses had to ask the matron for linen. She believed that nurses were naturally destructive and extravagant and kept tight control over the linen supply. The



Anna L. Alston.

maids, following the matron's instructions, refused to take orders from nurses. Another problem stemmed from the fact that the doctors were not accustomed to the policies of the nursing school. Thus, if a physician became used to the services of a certain student nurse on his ward, he strongly objected to her removal at the end of her rotation. In one instance a student nurse, at the insistence of one doctor, stayed on one ward for eleven months.

Miss Rich was a pioneer in nursing education. Fervently devoted to her work, she used all of her energy, enthusiasm, and determination to sustain the fledgling school of nursing. When it became apparent that the school was operating with a budgetary deficit the first year, Miss Rich spent her nominal salary to purchase fruit and chickens for the student nurses' meals at the residence. Also, after a long, strenuous day, she would often hurry back to the residence to make a cake or pudding. During her tenure, Miss Rich lived the school motto, "Vota Vita Nostra" (we dedicate or devote our life), from day to day.

The initial nursing curriculum was designed by Miss Rich. It consisted of formal and informal lectures given by members of the consulting medical staff and the medical board as well as of lectures and bedside teaching conducted by Miss Rich. Among the lectures given by the medical staff were six on gynecology and obstetrics by Dr. Paul F. Mundé; six on bandaging and general surgical dressings

by Dr. John A. Wyeth; one on diseases of the eye and ear by Dr. Emil Gruening; seven on surgical emergencies by Dr. Daniel Stimson; four on surgical emergencies by Dr. Arpad Gerster; two on diseases of the throat and nose by Dr. Richard G. Brandeis; and seven on medical emergencies by Dr. Henry N. Heineman.

Only Dr. Rosa Welt, the lecturer on anatomy and physiology, was paid a fixed yearly salary at the beginning of her second year of service. Unfortunately, all the lectures except Dr. Welt's were given in the evening between 8:00 P.M. and 9:00 P.M., and many students slept during them.

Miss Rich included the following topics in her lectures:

1. *The dressing of blisters, burns, sores and wounds; the application of fomentations, poultices, cups, and leeches.*
2. *The administration of enemas and use of the catheter.*
3. *The management of appliances for uterine complaints.*
4. *The best method of friction to the body and extremities.*
5. *The management of helpless patients; making beds, moving, changing, giving baths in bed, preventing and dressing bedsores, and managing positions.*
6. *Bandaging, making bandages and rollers, lining of splints.*
7. *The preparing, cooking, and serving of delicacies for the sick.*

She also outlined the content areas of the practical instruction.

They will also be given instruction in the best practical methods of supplying fresh air, warming and ventilating sickrooms in a proper manner, and will be taught to take care of rooms and wards, in keeping all utensils perfectly clean and disinfected, to make accurate observations and reports to the physician of the state of the secretions, expectoration, pulse, skin, appetite, temperature of the body, intelligence, as delirium or stupor; breathing, sleep, condition of wounds, eruptions, formation of matter, effect of diet, or of stimulants, or of medicines, and to learn the management of convalescents.

The curriculum outline remained basically the same for about ten years, but clinical experience was expanded. Initially, only the three female wards and the children's ward were open to the students, but in 1884—after a prolonged and heated discussion by the board—the male medical wards were opened to the nurses. Twelve years later, in 1896, the male surgical wards were incorporated into their clinical



Award presented to the School of Nursing at the World's Columbian Exposition in 1893.



Clara Louise Shodts, 1896 graduate.

practicum. Concomitantly with the opening of the male surgical wards, nurses were given increased responsibility in the operating room. They were now allowed to handle the instruments, whereas previously they were limited to assisting with the dressings.

The schedule of the student nurse was a rigorous one. She was on duty for *twelve* hours, from 8:00 A.M. to 8:00 P.M., with one hour off for dinner and additional breaks for exercise or rest. Midway through the six-month probationary period, the student nurse became eligible for night duty. She was allowed one afternoon off during the week and a "right" to have off every alternate Saturday or Sunday. Two weeks for vacation were granted a year. If a nurse became ill she received free care, but she was required to make up all the lecture and clinical time she missed while sick.

The need for physical fitness of prospective student nurses was detailed in a report of the medical board in 1896.

For the information of intending applicants it may be said that a good pair of feet is almost as essential for a trained nurse as a good brain, and that the love for the work, a sympathetic disposition and a clear head will not make amends for flat feet which refuse to bear their unfortunate possessor, however merciful her errand.

From the beginning, The Mount Sinai Training School for Nurses had successfully attracted many applicants for admission. However, its future was jeopardized by the lack of a stable financial base. The school sustained a budgetary deficit from its first year of operation.



The first home of the School of Nursing on Madison Avenue and 101st Street.

Faced with a rising deficit four years later, the board of managers reluctantly notified the hospital board that the school would be forced to close after January 1, 1885. The hospital board requested that the training school continue to operate and offered to increase the pay for nursing service as well as to assume financial responsibility for the school until May 1, 1886.

Meanwhile, the hospital's board of directors explored alternate ways of obtaining nursing services. Its report concluded that the training school was the most economical means of providing these services. Therefore, the board asked the training school to continue its work and voted to make up any deficit incurred. This protectorate relationship continued until 1887, when generous public contributions to the school temporarily alleviated the budgetary imbalance.

Three years later, in spite of the augmented income from the nurses' registry established in 1887, which provided private duty nurses for patients in their homes, the growing number of students admitted to the school increased its expenses to the point that the training school again required financial assistance. At this time, the hospital board once more agreed to help. However, it stipulated that it was to have a more important role in the administration of the training school. The result was that the responsibility of the medical instruction of the nurses passed from the board of managers of the school to the hospital medical board's committee on the training school.

The board of managers fully approved of the dual administration of the training school. After implementation of the plan, however, many unforeseen disagreements occurred. The medical board seemed to be assuming too active a role in the relationship, and the final conflict which destroyed this tenuous partnership occurred over the board of directors' definition of the role of the superintendent of the hospital. The board of managers vehemently disagreed with this position, and after its objections were disregarded, it sought to sever its ties with the hospital board in July 1894. The board of managers lost in the ensuing power struggle, and the hospital board assumed control of the training school in 1895. This control was insured by reorganizing the board of directors of the school to include seven hospital board members, three medical board members, and five representatives from the community. Also, the bylaws were changed to give the board the power to appoint and remove all employees of the school (including the superintendent) and to determine the salary of all school employees.

Although the change in the administration of the school was not

outwardly apparent, a succession of six school superintendents occurred between 1881 and 1895. Miss Rich resigned in 1883 because of ill health, whereupon the medical board voted to give her a medal as a token of appreciation for her contributions to the school. However, the president of the board, Dr. Willard Parker, died suddenly after the meeting, and Miss Rich never received the medal.

Miss Rich was succeeded by Miss P. B. Washburn, who stayed until 1885 when she resigned to marry a minister, Dr. Spicer. The third superintendent, Florence Leigh Jones, also remained for two years. She left in 1887 to attend medical school. (She was a practicing physician in Brooklyn until about 1919.) In 1887 Anna L. Alston was appointed superintendent, the first Mount Sinai graduate (class of 1884) to hold this position. In turn, she was succeeded by a temporary superintendent in 1894, Miss M. Leary. The next year, Marion Dean, also a Mount Sinai graduate, (class of 1895), became the superintendent and remained in that position until 1905.

Under the leadership of Mrs. Dean, there were many innovations in the curriculum, probably a reflection of the stability of administration as well as of advances then taking place in nursing education. The curriculum was lengthened from two to three years. The affiliation for students in contagious diseases was made obligatory (no longer elective); the maternity affiliation was changed from the New York Infant Asylum to Sloan Maternity Hospital (which had more facilities), and the private pavilion (then called "middle house") was opened to students.

The years 1895 to 1905 marked a period of stabilization and growth of the hospital's training school for nurses. These were evidenced by the curriculum changes and a growing student population (eighty-five students and ten probationers in 1904) and the founding of the Alumnae Association in 1894.

Marion Dean was also able to initiate important changes that would affect the future of the school. The institution won medals for excellence at both the Paris Fair in 1900 and the St. Louis Fair in 1904; it had previously been awarded a special citation by an act of Congress at the World's Columbian Exposition of 1893, in Chicago. The school had presented an exhibit which won praise for demonstrating "the ability on the part of the nurses to discharge all duties which may fall to them."

During the last year of her tenure, Mrs. Dean participated in the historic move of The Mount Sinai Hospital from Lexington Avenue to its present location at 100th-101st streets, between Madison and Fifth

avenues, where the school of nursing was housed in its own quarters on Madison Avenue and 101st Street.

A new era had begun. Mrs. Dean stepped down from her role in May 1905, and two months later Anna D. Van Kirk assumed the helm. The first twenty-five years of The Mount Sinai Training School for Nurses had been important, formative ones. The school had progressed from a small experimental program to take its place among the foremost institutions of its kind.



The Early Years

1905 / 1914

MOUNT SINAI'S move to its present site in 1904 had been planned for more than a decade. The building on Lexington Avenue had been overcrowded for many years, in fact it had become obsolete almost from the time it had opened. A disastrous fire in the equally overcrowded wards of Columbia-Presbyterian Hospital in 1889 caused grave concern among Mount Sinai Hospital administrators and staff.

A larger, more modern, and fireproof building was necessary. Another requirement was a location away from the industrial district and large enough to provide potential for future expansion. A site meeting all of these criteria was purchased in 1898 for \$387,000. The cornerstone for the new hospital was laid on May 22, 1901, with great fanfare and many speeches. Construction of the building was completed three years later. The final cost was \$2,070,208.¹⁷—the inflation rate at that time was so high that the actual cost was almost twice that of the original estimate.

The architect, A. W. Brunner, received both praise and criticism for his avant-garde design. The building was planned in the form of pavilions, independent of one another and each equipped separately for a special purpose, rather than as a single unit. It was a major departure from the heavily ornamented and dimly lit designs then in vogue.

The Mount Sinai medical staff warmly welcomed the move to the expanded, more modern facilities. In 1904 the medical staff comprised thirty-nine house staff, four consulting physicians and surgeons, and six professional members in pathology. The dispensary staff was composed of twenty-seven chiefs and seventy-six assistants. The new hospital provided more space for all departments, including the burgeoning specialties in research. In addition, there were 456 beds, more than twice the number than in the old hospital. This increased capacity was reflected in the annual report of the number of patients treated. In 1901 some 3,145 patients had been treated; four years later, the number had more than doubled, to 5,330 patients, plus 1,086 accident cases.

The opening of the new Mount Sinai Hospital was also of great importance to the nursing school. The new residence facilities on Madison Avenue and 101st Street would meet the needs of a rapidly expanding student population; and the new hospital facilities would provide a wider range of higher-quality nursing care experiences. The tenor of the times was matched by the newly appointed superintendent of the training school, Anna D. Van Kirk. An 1887 graduate of Smith College, she was the first nurse with a college degree to hold this position. She has been described by her co-workers as energetic and vivacious and as having superior administrative ability.

Miss Van Kirk supervised a major reorganization of the school. She is considered as having been primarily responsible for the acceptance of the nursing school as a serious endeavor rather than merely as a convenient source of supply of nurses for the hospital. During the first year of her tenure the school qualified for registration with the University of the State of New York Board of Regents. This was considered a significant achievement for a nursing school to accomplish.

The biennial reports for the years 1906-12 indicated that the curriculum was reorganized in a more systematic manner than previously. Formal lectures replaced informal talks and the students had clinical experiences in the wards, the private pavilion, the dispensary, the diet kitchen, and in supply, maternity (affiliation at Sloan Maternity Hospital), and home nursing. (Home visits included such matters as improving methods of sanitation and demonstrating the proper preparation of formula for infants.)

The high standards of the program were reflected by the caliber of student who was accepted into the training school. Initial admission standards in 1881 were more of a moralistic than of an academic nature. A description of "Essentials of a Nurse" in the first biennial



The Guggenheim and Blumenthal Awards.

report reflects this attitude. "Punctuality, personal neatness, general order, a gentle voice and manner, and a patient temper, are essentials in a good nurse. Let the nurse cultivate these qualities, together with a loving spirit, and remember that this is the world of work, the next is the world of recompense."

The first eight probationers were between twenty and thirty-five years of age. Each was asked to present a letter testifying to her good moral character; a statement from a physician attesting to her sound health; and answer a list of questions such as name, address, marital status, and work history. In addition, during the probationary period the student had to pass an examination in reading, penmanship, simple arithmetic, and English or German diction. In 1904 another requirement was added: a school diploma or certificate as evidence of the amount of education the applicant had received. Students were also given a specific entrance date, and probation was extended by two months.

The school received many more applications than it was able to accept. In 1906, for example, of the 613 women who applied only 92 were accepted, 77 of these students graduated. The number of appli-

cations as well as the selectivity of acceptances continued to increase through the years. In 1931 more than 3,800 applications were received, and only 4.9 percent (150 students) were finally accepted.

During these early years, several scholarships and special endowment funds were established as an indication of support from some of the trustees and friends of the hospital. The first scholarship fund consisting of \$20,000 was founded in 1905 by Murry Guggenheim, a member of the board of trustees from 1901 to 1907. The fund provided for six scholarships of \$100 each, based on academic qualifications and need; twelve medals for those students demonstrating exceptional academic and clinical performance; and a scholarship for one graduate nurse to complete a degree program in nursing.

Another fund, the gift of Eugene Meyer, Jr., was founded in 1905 to establish a reference library for the nursing school. The first one hundred books purchased by the school were obtained through this source as were journals subsequently purchased.

A third fund was established in 1906 by Albert W. Scholle who was president of the training school board for five years. The Lilly Scholle Pleasure Fund, initially funded at \$2,500, was drawn on to defray expenses of student parties, dances, and other social events.

Another way in which the hospital continued to demonstrate its support to the training school was shown by the election of board member Hugo Blumenthal to the training school in 1912. He was known affectionately as "Daddy" Blumenthal to Mount Sinai student nurses for twenty-eight years. Mr. Blumenthal was elected president of the training school board in 1917 and held this position for more than two decades. His contributions to the school were too numerous and varied to be enumerated completely. His generosity seemed boundless. In 1917 he and his wife, Estelle, established the Estelle and Hugo Blumenthal Scholarship Fund in the amount of \$35,000. This sum provided an annual scholarship of \$500 to the student who had demonstrated the greatest aptitude for advancement in the profession by taking courses at a college or university. Initially, most recipients of this award attended Teachers College, Columbia University, New York. The fund also provided a cash award to each graduating student. The amount varied over the years, depending on the number of yearly graduates; it was \$25 for many years.

The Blumenthals were interested in many aspects of the student nurses' lives beyond their professional education. Their devotion did not cease even when the student graduated. Mr. Blumenthal served as a member of the financial advisory committee of the Alumnae Associ-



Grace Warman, Alfred L. Rose, and Hugo Blumenthal with the plaque dedicated in January, 1941.

ation for many years. Estelle Blumenthal created a special pension fund for graduate nurses. Finally, in recognition of the number of dedicated nurses who became ill with tuberculosis, Hugo Blumenthal built and endowed the Blumenthal Cottage at Trudeau Sanitarium. (The sanitarium had been established in 1885 by Dr. Trudeau at Saranac Lake, New York.) The cottage opened in April 1930 and was dedicated to student nurses and graduate nurses, who could receive their care free of charge. The bronze plaque on the front of the cottage depicted the hospital school of nursing pin, and the cottage was described as being "flooded with sun and fresh air, comfortably furnished with a fireplace and overstuffed armchairs."

Mr. Blumenthal has been the only person on whom was conferred the title honorary president of the nursing school. Perhaps his contributions are best expressed on the bronze plaque located in the main



Elizabeth Greener.

entrance of the nurses' residence. It was dedicated to Hugo Blumenthal, "in grateful recognition of his many years of devoted service to the Mount Sinai Hospital School of Nursing, to its staff and student nurses. President - Director - Advisor - Friend." He served in each of these roles with warmth, humility, and generosity.

During the early years of Hugo Blumenthal's tenure on the board, prior to his election as president, the school again experienced a rapid succession of nursing superintendents. In 1912 Miss Van Kirk resigned because of ill health. Rye Morley succeeded her and served for the next two years, during which time the school curriculum was expanded to 268 hours of lecture and clinical experience. This was an increase of 100 hours from the 1895 curriculum. A separate room was used as a nursing laboratory where students could practice and demonstrate practical nursing skills. The ladies' auxiliary kindly allowed two beds and a small amount of equipment to be installed in their large combination meeting and sewing room. The room was available for class instruction five days a week.

In the summer of 1914 Miss Moreley resigned, and in October Elizabeth A. Greener was appointed superintendent of the school of nursing. A graduate of City Hospital in New York City, she was

considered a leader in nursing education. The author of many pamphlets on nursing, a selection of her works was published in 1914 as *A Manual for Hospitals*, and quickly became a basic textbook at Teachers College.

Miss Greener served as superintendent for two decades, from 1914 through 1934, during which period the school graduated more than one thousand nurses. Under her leadership the nursing school developed from a comparatively small institution to one of the foremost schools of its kind in the United States. She was a pioneer advocate of a three-month probationary period for student nurses before they were registered, a system which became standard practice in every nursing school in the nation. In 1915 Miss Greener also recommended hiring the first two full-time nursing instructors: Margaret Kerrins, practical instructor, and Amy Trench, science instructor. It was highly unusual for a nursing school to employ faculty specifically to teach nurses and indicated Miss Greener's understanding of the teaching-learning process as well as her strong commitment to high quality nursing education.

During the first years of her service Miss Greener earned the respect and cooperation of the hospital administrators, the training board members, and her co-workers. She often worked in her office long after other staff members had left for the day. She fulfilled the demanding roles of director of nursing services of Mount Sinai Hospital as well as superintendent of the training school. Both positions involved growing responsibilities as the hospital approved another building program.

The hospital's annual report of 1913 discussed the need to further expand its facilities. Several new buildings were needed, including a children's pavilion, a dispensary, a laboratory building, a hospital director's home, an employees' dormitory, and a new adult ward building. The expansion program was estimated to cost approximately \$1,350,000 of which about \$1,000,000 was donated by 222 individuals as of December 1913. Almost one third of the total amount of the building fund was contributed by the children of Barbara and Meyer Guggenheim. Another good friend of the hospital, Adolph Lewisohn, donated funds for the laboratory building, and Mr. and Mrs. William Walter endowed a new children's dispensary.

One reason for the need to expand the facilities was the growth of specialties within medicine. Mount Sinai was becoming a leader in neurology, neurosurgery, and gastroenterology. Various medical and surgical services and wards were endowed by friends and trustees of

the hospital. Two of these, Samuel and Harry Sachs, established the neurological service in memory of their parents, Joseph and Sophia Sachs. Another gift was contributed by Daniel Kops, whose generosity endowed the tuberculosis ward in memory of his brother Samuel.

As the school of nursing grew, its facilities became so overcrowded that it desperately needed a new residence, and a building or area for classroom lectures and a nursing arts laboratory. During its first thirty-five years the school had moved three times, each time to accommodate the needs of the rapidly developing school.

The first residence, opened in May 1881, had been a private house at 852 Lexington Avenue. It was leased for \$1,200 per year and housed eleven students, the superintendent, and three servants. The following year the adjacent house was also rented for \$1,300 a year. It was a larger residence and housed fourteen students and staff. In 1890 the nursing school was relocated to the upper four floors of the dispensary. This move was an effort to eliminate the rental expense as well as to provide better housing for the school. When Mount Sinai Hospital occupied its present site in 1904, the training school moved again, this time to its own, six-floor residence on Madison Avenue and 101st Street. Two more floors were added to this building around 1910.

These additions were of a patchwork nature, but after prolonged discussions, planning, and delays caused by World War I, the hospital board decided to erect a new building on 100th Street between Madison and Fifth avenues. While it was being built, the hospital remodeled the former pathology building for use as a nursing education facility. This was the first building in the country devoted solely to nursing education purposes. It was also the first time that the training school had adequate facilities for classrooms, laboratories, nursing arts laboratories, and offices for the nursing faculty.

Mount Sinai began its major building and reorganization plan in the spring of 1914—on the eve of World War I. Owing to staff and supply shortages, however, the buildings could not be completed until after the war. Meanwhile, the war marked the beginnings of a new tradition in the history of Mount Sinai: the formation of a Mount Sinai unit to care for ill and wounded American soldiers in Europe.



The "Greener" Years

1914 / 1931

IN 1914 WHILE EUROPE erupted into war, the United States was echoing the sentiments of the popular song, "I didn't Raise My Boy to Be a Soldier." After a period of neutrality, however, the United States entered the war in the spring of 1917. Americans were now humming the George M. Cohan hit, "Over There."

As our troops confidently sailed toward Europe, most were unaware that they were accompanied by inadequate backup medical services. One division of twenty thousand men in the First Corps arrived in France "ready" for combat with only eight ambulances. Another division came equipped to transport less than thirty-two patients. Still others landed without any ambulances and very limited equipment and training. The Regular Army Medical Corps was still organized much the same as it had been during the Civil War.

The Army turned to the American Red Cross and to hospitals throughout the country to furnish medical personnel and organize units for medical service. In 1916 the American Red Cross requested selected hospitals to organize units in the event that war was declared. The Mount Sinai Hospital was included in this "preparedness call." Under the leadership of Dr. Nathan E. Brill and with the financial support of the hospital, the unit was organized and equipped. It was a



The uniform, World War I.

strong, cohesive force, composed of 24 officers, 65 nurses (plus 4 women secretaries), and 155 enlisted men, drawn almost exclusively from Mount Sinai personnel. They included barbers, carpenters, plumbers, electricians, and those having many other trades and skills. The corps even had its own baker, Mr. Radovic, reputed to be the best baker in the Army. (As the years passed, the legend of Radovic's confectionery skills grew.)

In December 1917 the unit, thereafter known as Base Hospital No. 3, was fully mobilized for war service. The hospital presented the unit with its colors and gave it a warm sendoff, wishing all the 244 members a safe journey.

The unit was under the command of Maj. Michael A. Dailey of the Regular Army; the second in command was Maj. George Baehr. Dr. Baehr and Dr. Howard Lilienthal, both of whom were eminent staff members of The Mount Sinai Hospital, had been previously commissioned in the Army Medical Reserve Corps. The nurses were under the direction of Amy Trench as chief nurse (former faculty member of the nursing school) and Mrs. Helen Lees, her assistant. The nurses were not commissioned officers in the Army during this war; in fact, the Army had difficulty deciding how to classify them. They were finally listed in the same grades as "night watchmen."

Base Hospital No. 3 sailed to Europe on the *U.S.S. Lapland* on February 8, 1918. During the crossing, German submarines attacked the convoy, and the *Lapland* was rerouted. The Mount Sinai unit finally disembarked at Glasgow, Scotland.



Base Hospital No. 3 at Vauclaire, France.



The nurses.



Rounds.



Casualties arrive by train.



Drs. Lilienthal and Brickner, with nurses and "pill-rollers."

The troops proceeded to Southampton, England, and then to France; the nurses were convoyed separately to Southampton and then to Paris. There the nurses were detached for service throughout France and did not return to Base Hospital No. 3 until it was fully organized and permanently quartered.

The first task assigned to the medical staff and enlisted personnel was to convert an unfinished hospital, formerly a Carthusian monastery, at La Chartreuse de Vauclaire, north of Bordeaux, into a modern military hospital. All of their skills were tested as the facility, which had been planned for five hundred beds, was increased to accommodate one thousand wounded soldiers. This feat was completed within six months.

The hospital began its task of caring for the wounded with dedication that was to be severely tested almost immediately. The famous Meuse-Argonne battle in September 1918 represented the greatest concentration of firepower the world had witnessed up to that time. As the guns roared and soldiers fell, the staff worked twenty-four-hour shifts to care for the incoming wounded. Since there was a shortage of ambulances and evacuation from the battlefields was slow, many of the soldiers arrived with their wounds infected, exsanguinated, and in shock.

Base Hospital No. 3 transported the wounded from the railway to the hospital, using its own ambulances. The wounded crowded onto the trains, staggered into the station, and deluged the hospital facilities. Extra beds were placed in corridors, in the outdoor pavilions, and along walkways. No matter how great the demands, the unit met them.

Amy Trench recalled that the personnel had very little time and opportunity for recreation. There was only one restaurant in the nearby small village. The nurses also attended one dance when the band of a regiment, temporarily quartered near the hospital, graciously provided the music.

In the fall of 1918, as the guns of World War I were silenced, the influenza epidemic roared onto the scene like a tidal wave, and influenza victims overwhelmed the Army medical services. As the war wounded still continued to pour into the hospital and the number of sick skyrocketed, the medical personnel became exhausted and depleted. During the year Base Hospital No. 3 was in operation at Vauclaire, a total of 9,127 patients received treatment. The compound also housed almost 4,000 people for administrative or medical purposes.

During this trying time, the performance of Base Hospital No. 3 was considered so outstanding that the unit received a commendation from the surgeon general, M. W. Ireland. It was cited for its excellence in the management and treatment of illness, battle wounds, and injuries. Its work in epidemiology in identifying and treating the bacillary dysentery that affected many of the men was also recognized.

The hospital continued to serve at its full capacity for at least two months after the armistice formally concluded the war on November 11, 1918. The unit was relieved in January 1919, and the hospital personnel prepared to evacuate the sick and wounded American soldiers, who were finally going to return to the United States. On March 14, 1919, the unit embarked at Bassens, France, and arrived at Newport News, Virginia, on March 25, 1919. Many of the staff proceeded to Camp Upton where they were honorably discharged.

The hospital and nursing school honored the brave nurses and physicians who served in the war by erecting two bronze plaques, one in the hospital and the other in the nursing school.

While Base Hospital No. 3 worked around the clock in France, the staff at Mount Sinai Hospital had been coping with the effects of the war on the home front.

As early as October 1916, with the impending mobilization and departure of various hospital base units in New York City, the Red Cross had organized a parade to stimulate recruitment for student nurses. This patriotic march began at Fifth Avenue and Seventy-eighth Street and continued to the Washington Arch, at the foot of Fifth Avenue. Various officials of the Red Cross and schools of nursing led the marchers. They were followed by forty-five members of Mount Sinai's Base Hospital No. 3 in full army regalia. Also marching in the parade were more than a hundred Mount Sinai nursing students, also in full uniform. It was a bright sunny day, but a brisk wind forced some of the students to hold their caps on their heads. They received rounds of applause from the onlookers. Locally, the parade was given broad coverage by the newspapers.

The departure of the unit from Mount Sinai Hospital in 1917 left the hospital seriously understaffed. Nursing administrators added clinical nursing duties to their already long days. Nursing staff sacrificed precious days off, and student nurses assumed greater responsibility in helping to care for patients. Some volunteered extra hours to cover mealtimes.



Probationers dancing, 1920.

That same year the federal government requested that Mount Sinai establish a program to train volunteer nursing aides. Some of these women would later be sent abroad to help Allied beleaguered military base hospitals. This course was successfully conducted for one year.

In September 1918 the influenza epidemic invaded Mount Sinai Hospital, and for the remainder of that year the staff fought a desperate battle with this grim, frequently fatal disease. The nurses, both students and staff, seemed to suffer more than any other group.

Eighty-five students contracted influenza and sixteen of that number contracted pneumonia. Three students and two graduate nurses died. At one time there were forty-two nurses off duty ill, many in the most serious condition . . . [but] every nurse stayed faithfully at her post without hours of rest or relief.

Renovation of two of the children's wards was suspended, and these areas were used instead as infirmaries for sick nurses.

Miss Greener and members of the faculty and board of training school suggested that the fifty-eight newly admitted students in September 1918 return home until after the epidemic was over. The new

students voted on this suggested delay, however, and unanimously decided to stay and provide all possible assistance. The training school administrators gratefully accepted their help.

Following the war, Mount Sinai reviewed its building plans for 1913 and the modified plan of 1916. The plans for the completion of the expansion were still uncertain. Between 1913 and 1920 the cost of erecting the type of buildings that Mount Sinai had planned rose from 35 to 40 cents per cubic foot to more than \$1.00 per cubic foot. The new estimated cost was well over \$4,000,000, almost twice the original figure of \$2,300,000.

There was also a crisis in staffing the hospital during the early postwar years, caused by a substantial decrease in the number of students applying for admission, as well as a decrease in the number of graduate nurses available for staff duty.

Several factors contributed to the short-term scarcity of students: the growing number of nursing schools around the country; improved salaries in other vocations; and the long working hours for student nurses. The hospital was staffed primarily by student nurses. They were required to learn an entire curriculum in addition to working forty hours per week—a strenuous schedule. Curriculum changes were moving slowly, and major innovations did not occur for two more decades. (See curriculum tables in appendices.)

There were very few graduate nurses who held clinical or administrative positions in hospitals. These positions were mainly assumed by head nurses or supervisors. Most graduate nurses served in homes or did private duty in hospitals. However, at this time even the positions of these few nurses were difficult to fill. Many wealthy families, especially those with children, chose to hire graduate trained nurses who served as governesses or companions as well as caring for ill family members.

This temporary dearth of student nurses caused a delay in the planning of expanded quarters for the school. However, by the early and middle 1920s the number of students had again surpassed expectations, and as a result a new nursing residence was being erected at 5 East Ninety-eighth Street (between Madison and Fifth Avenues), which was completed in 1927. On September 6 of that year, the school officially moved into the fourteen-story building, a variegated red-brick structure, with limestone decoration, the tallest of the hospital buildings at that time. The building provided all of the necessary facilities for the nursing school, containing both residential as well as teaching areas. The first two floors housed the reception area, the



Nurses' residence at 5 East 98th Street in 1930.

library, a living room, and a four-hundred seat auditorium. Classrooms were on the second floor; the next nine stories housed the student nurses. The upper floors were for the use of the faculty and the supervisory nursing staff. The fourteenth floor housed the gymnasium and the infirmary, and roof space was planned for outdoor recreation.

During the 1920s the nursing school gained additional friends and endowments. The school officially changed its name from The Mount Sinai Hospital Training School for Nurses to The Mount Sinai Hospital School of Nursing. This reflected the many changes in nursing education during the previous thirty-five to forty years as well as the hospital's commitment to the continuation of the school. The nursing school continued to receive scholarships and endowments. In 1924 Emma Berolzheimer established the Berolzheimer Memorial Fund of \$20,000 in memory of her husband, Emil. Mr. Berolzheimer had been treasurer of the board of the school of nursing for several years and the fund was to be used for special, advanced education, or the higher education of nurses.

Charles A. Wimpfheimer, a vice president of the board of the nursing school (and later his son, Harold), generously contributed to the joyousness of each graduation. Beginning about 1911 and continuing into the 1970s, the Wimpfheimer family provided a corsage to each graduating nurse and flowers for the auditorium for this special occasion. In 1918 Mr. Wimpfheimer established another fund, the Jacques D. Wimpfheimer Fund, in memory of his son, who was killed in World War I. The fund was used to make loans to student nurses who required temporary financial assistance.

The Scholle family, who had provided a modest recreational fund for the student nurses in 1917, added another \$50,000 two years later. This contribution was generously provided by William and Frederick Scholle in memory of their father, Albert W. Scholle. Mr. Scholle had been a president of the board of the school of nursing for five years, from 1912 to 1917.

During these years Mount Sinai Hospital also experienced a surge of growth as it gradually turned into a center for vital medical and surgical research. Many physicians and scientists, already nationally recognized for their contributions in research, joined the Mount Sinai staff. One of the important areas of research focused on blood transfusions, since many medical and surgical patients sustained a blood loss in the course of their illness. However, at that time transfusions were



Rear view of nurses' residence with tennis court in foreground.

rarely performed since they entailed a high risk and were also very expensive. Physicians were then using fresh whole blood, which usually clotted in three to five minutes. As a result, the patients' circulatory systems were frequently overloaded in the effort to administer all the blood before it clotted. Also, patients suffered side effects from the coagulation and adverse reactions to the transfusions.

Dr. Richard C. Lewisohn and Dr. George Baehr of the Mount Sinai staff subsequently experimented with sodium citrate in whole blood as an anticoagulating agent. They performed the first successful citrate transfusion in 1915. However, several years went by before this new procedure gained universal acceptance.

Another giant in the research field was Dr. Howard Lilienthal. Both he and Dr. A. A. Berg had been students of the renowned surgeon Dr. Arpad G. Gerster. Dr. Lilienthal, one of the founders of thoracic surgery as a specialty in the United States, originated and refined many operative techniques. In 1925 he published the first American textbook on thoracic surgery. Today it is considered a classic in the field.

Dr. A. A. Berg was a pioneer in gastrointestinal surgery. With Dr. Richard Lewisohn, he introduced the surgical procedure for a subtotal gastrectomy in America. He was chief of the gastrointestinal service for many years. Kathleen Bethel, a Mount Sinai graduate who worked with Dr. Berg, thought he was "a genius. He worked very hard and cared deeply about his patients. His patients always came first." He spent his entire professional career at Mount Sinai, and he spawned a whole school of gastroenterologists.

There were many other famous researchers: Dr. Isidore C. Rubin, who discovered the technique of insufflation of the fallopian tubes for the diagnosis and treatment of sterility in women; Dr. Israel Strauss and Dr. Joseph H. Globus, who completed the first work on spongioblastoma and Dr. Louis Gross, known for his work in cardiology.

Among many others, Dr. Béla Schick became famous throughout the world for his development of the Schick test, used to determine a child's immunity to diphtheria. Dr. Schick was appointed as an attending pediatrician at Mount Sinai Hospital in 1923. He had the distinction of being granted a medical license in the United States, although he had come as a physician from Vienna, without having to pass another medical examination. This privilege was based upon his international eminence and the importance of his contributions to medical science. He continued his research and private practice for

many years. In 1958, at the age of eighty-one, he still had a thriving private practice in New York City.

Much of the research which had been done at Mount Sinai in the early years had depended on occasional grants and donations. However, in 1925 an endowment fund was established to provide continuous support for research, and many trustees and friends of the hospital generously contributed to this fund.

In 1928 Mount Sinai embarked on yet another major expansion program. This time, the hospital planned a renovation of existing medical and surgical wards and the dispensary. The trustees raised \$1,066,500 among themselves and \$950,000 from a public drive. The hospital also planned another new endeavor: the building of a semi-private pavilion. The distribution of wealth had changed considerably since 1900; the development of industry had contributed to the rise of a prospering middle class. This new group of white-collar workers did not fit into any of the current guidelines concerned with recipients of medical care. The medical system had begun to develop a two-class approach: free treatment or care at a nominal cost on the wards or in the dispensary for those who could not pay, and more and better accommodations for those who could.

Mount Sinai's semiprivate pavilion was the first in New York to provide this type of medical care at a moderate cost. The building opened late in 1931 with 130 beds, raising the hospital's bed capacity to 856. Each floor was divided into six 4-bed wards. This arrangement provided a unique, new experience for nurses. Mount Sinai introduced group nursing in this pavilion, which meant that one private duty nurse cared for all four patients in one room at a reduced rate for each patient. This helped provide private duty nurses to families who could not otherwise afford them, in contrast to having one private duty nurse for each patient (which was very expensive), versus staff-assigned nurses for all patients on the floor. It also provided private duty nurses with employment at a time when jobs were very scarce.

The school of nursing celebrated its golden anniversary in 1931. By its fiftieth year it had graduated over two thousand nurses. The curriculum had been strengthened and now numbered more than nine hundred hours of classroom and laboratory instruction. An additional number of elective services providing from twenty to fifty hours of instruction were available to the student to supplement her learning. The number of full-time instructors had been increased to nine, now including clinical instructors in both medical and surgical nursing.



Nurses studying in the reference library, 1928.

The fiftieth anniversary of the founding of the school was celebrated with the annual commencement on Tuesday, March 3, 1931, in the auditorium of the New York Academy of Medicine. The graduation exercises were usually held in the Blumenthal Auditorium of Mount Sinai, but that year the site was changed to accommodate the unusually large gathering. Four of the original eight students who had entered training in 1881 were present at the ceremonies: Lucy Myerson Morris, Miss E. T. Davis, Minnie Busick, and Alexandra Guttman Campbell.

Also present were alumnae representing almost all the graduating classes, and many guests of the graduates. Several dignitaries of Mount Sinai Hospital who attended included: George Blumenthal, president of the hospital for more than thirty years; Dr. S. S. Goldwater, former hospital director; and Dr. Joseph Turner, the present director of the hospital.

The eighty new graduates sat in the front rows of the auditorium. Each proudly wore her new, freshly starched, long-sleeved graduate nurse's uniform. All of the button pins had been carefully placed, and each graduate had a corsage, compliments of Charles A. Wimpfheimer. Hugo Blumenthal, president of the board of the school for fourteen years, presided. Addresses were delivered by three distinguished guests, and Dr. Willard C. Rappelye, dean of the College of

Physicians and Surgeons of Columbia University, gave the keynote address on the role of the medical personnel in the future.

The two other speakers were graduates of the school of nursing. Laura Logan, class of 1904, superintendent of nurses at Cook County Hospital in Chicago, Illinois, spoke on the supply-and-demand study made by the grading committee for schools of nursing in 1928. Statistics revealed that at that time more than 20 percent of nurses were working in institutions; more than another 20 percent were in public health, and more than half of all nurses, or 54 percent, were engaged in private duty nursing.

Of those nurses who were employed by hospitals, only a very small percentage were doing bedside or patient care. Given the current depressed state of the economy and the large number of nurses who were unemployed, Miss Logan urged a realignment in nursing to accommodate more institutional and public health nurses. Her words were very timely for the new graduates in the audience.

The last speaker, also a Mount Sinai graduate, was Emilie Sargent (class of 1920). Her address dealing with the opportunities in public health nursing, complemented Miss Logan's.

Elizabeth A. Greener then presented a report and a brief history of the school. Both of these were included in a handsome blue, black, and gold souvenir program. Miss Greener next presented the graduating class to the board, and each student received her diploma.

One of those who could not be present at this gala event was Kate Rich, the first superintendent of the school. She was too ill and frail to travel, but she sent her best wishes to the new graduates. "To them I would say that the world at the present time is in need of hundreds of Florence Nightingales, and I hope that every nurse of the Mount Sinai Hospital School of Nursing will carry with her besides her technical skill, peace and comfort wherever she may go."

For the graduates of the class of 1931 there was little "peace or comfort" to be found. It was the best of times and the worst of times. On this graduation day they had received the coveted award after three long years of work—a nursing diploma. For many, it also represented the first day of unemployment. The 1930s were years of upheaval for the school of nursing. The school confronted this crisis as it had many others in the past, however, and thereafter continued healthier and stronger than before.



The Prewar Years

1931 / 1939

THE STOCK MARKET crash in October 1929 had ushered in a new era of health care. From the time Mount Sinai Hospital opened its doors in 1855 through the early 1900s, most care was provided free of charge. Those who could afford to pay for services were charged reasonable rates, and philanthropic contributions made up for budgetary deficits. As the number of patients increased, however, even the generous contributions of individuals did not cover all debts. To cope with this situation, the Federation for the Support of Jewish Philanthropy was organized in 1919 to help raise the money necessary to keep the hospital solvent. However, the hospital continued to be largely supported by private philanthropy.

During the 1930s many important private donors suffered catastrophic losses. Also, the nature of private philanthropy was permanently altered by the new tax laws. In 1929 Mount Sinai Hospital was in the midst of a \$2,000,000 expansion program; however, by 1930 charitable giving had come to a standstill and the budgetary deficit was rising alarmingly.

The hospital now sought to create a more balanced financial situation in a variety of ways. Income was generated through insurance payments for patient care by the Associated Hospital Service, and the



Clare Skaling instructing probationers, 1928.

social service workroom was established in 1933. The latter provided occupational therapy and economic rehabilitation for patients. The sale of products from the workroom raised almost \$22,000 in profits during the first four years.

Losses were trimmed through a reduction in hospital workers as well as by temporary cuts in salaries and wages. Services via the outpatient department were also decreased. These measures prevented the need for more drastic action but did not provide financial solvency for the hospital, which recorded a deficit of more than \$800,000 by 1938.

The 1930s also constituted the beginning of a new era in nursing. Hospitals employed only about 20 percent of the graduate nurses; the majority (about 55 percent) were employed in private duty nursing, but families could not afford the luxury of home or private nursing care as the economic depression deepened. As a result, the imbalance between the supply of and demand for, nurses became a problem of nationwide proportions.

The federal government recognized the general hardship suffered by nurses. The Civil Works Administration (CWA) set up relief projects for nurses; many were involved in public health work. Later, when CWA projects were assumed by the Works Projects Administra-

tion, employment was provided for at least six thousand graduate nurses. However, the overall rate of unemployment among nurses continued to be very high. Financial aid from both New York City and New York State were also needed if this condition was to improve.

Mount Sinai Hospital provided meals for many nursing alumnae who were unemployed. Some of these nurses worked without pay, others were paid, and gradually more staff nurses were hired, this practice becoming a major innovation in staffing patterns. Prior to this time the student nurses staffed the hospital.

The nurses' registry operated by the school of nursing received less than one thousand calls a year during the early 1930s—a mere fraction of the number of requests for nurses in previous years. The Alumnae Association of the school of nursing provided some financial relief for nurses through various funds and strongly supported the eight-hour day to help employ as many nurses as possible. The new eight-hour shift would replace the present twelve-hour duty and slightly reduce the private duty rate, as well as provide employment for other nurses over the twenty-four-hour period.

A group from the Alumnae Association organized the committee on the eight-hour duty. Four alumnae from this committee met with Miss Greener in November 1932 to "open up new and untried channels of activity to relieve the tragic amount of unemployment." These alumnae were Harriet M. Bensley, Mary Daley, Ingeborg Bohman, and Helmina Weinstein. Miss Greener suggested that an initial step would be to ascertain the support for the eight-hour day by the private duty nurses.

The results of the survey were presented to Miss Greener in March 1933, and the response had been overwhelmingly positive: 394 were in favor of, and only 26 were against, the proposal. However, much wider support for the eight-hour day was needed to initiate its implementation in the hospital.

Two other Mount Sinai alumnae, Minnie Pike and Clare M. Casey, were also actively promoting the eight-hour day on both the local level in New York City, known as District No. 13, and on the state level. (District 13 is a constituent of the New York State Nurses' Association and the American Nurses' Association. Miss Casey was later president of the New York State Nurses' Association from 1943 to 1947.) Finally, on July 1, 1937, the eight-hour day was officially approved by Mayor Fiorello La Guardia for New York City municipal hospitals. Soon other hospitals also incorporated this staffing innovation. The



Christmas Party, 1922.

A group of nurses leaving the educational building, 1925.





*Photo portrait of Grace Warman presented
by the Class of 1963.*

salary at this time was \$75 per month, including room and board.

During these years of crisis and challenge Mount Sinai Hospital and the school of nursing lost a beloved leader. On July 27, 1934, Elizabeth Greener died after a brief illness. One of the best leaders of her era, she had served Mount Sinai ably and devotedly for two decades; she had guided the school of nursing with a firm hand, and more than one thousand nurses had graduated during her tenure. Obituaries appeared in the *New York Times* and the *Herald Tribune* describing Miss Greener's accomplishments, including her distinction of being the third American in history to receive the Médaille d'Orde d'Hygiène from France, in 1927. This award was bestowed in recognition of her research on problems in the nursing care of children.

The hospital and the school of nursing subsequently began an intensive search for a new superintendent and in December 1934 secured a nationally prominent nurse administrator, Grace A. Warman. She had graduated from Columbia-Presbyterian Hospital School of Nursing in 1917, one of the very few nurses who had received advanced education in nursing: a baccalaureate of science and master of arts from Teachers College, Columbia University. Miss Warman was thus an experienced teacher and administrator when she arrived at Mount Sinai. She had also served earlier with Base



Probationer instruction, 1928.

Student's room in the new building, 1928.



Hospital No. 1 (the Columbia-Presbyterian Hospital unit during World War I).

Miss Warman's intellectual and personal characteristics were important assets in the remarkable success she attained in her position. Her social grace and confident bearing commanded respect from administrators, staff, and students alike. She energetically tackled the problems of staff nursing in the hospital and those of the school of nursing. These were formidable challenges.

Many schools of nursing across the country were closing owing to the financial insolvency of their supporting hospitals and there also was the overabundance of nurses. The priority of nursing education until that time had been quantity, not quality of nurses. In this respect, it was perhaps fortunate that many of the poorer schools did not survive this era. The Mount Sinai Hospital School of Nursing, however, continued its high standards of nursing education and, as before, maintained its leadership in defining admissions criteria and curriculum requirements.

In 1927 the school had established four years of high school with a high school diploma as a minimum entrance requirement. This was a commendably high criterion at a time when less than 50 percent of the school-age population completed high school. The nursing school again led in setting standards in 1936 when it adopted psychometric tests to be used for the process of selecting students. The full-time faculty was increased at this time by adding a clinical instructor in pediatrics in 1938.

Miss Warman has often been described as a visionary leader. The early innovations she instituted in the nursing curriculum provided ample evidence of her creative philosophy of nursing education. For example, she introduced a rotation plan for assigning students to a variety of clinical experiences. This "master plan" provided all students with a long-term schedule and also allowed better planning for studying. The following year she introduced the "block period," a schedule that provided a correlation of theory and clinical practice in medical and surgical nursing. The block period was gradually expanded to include other nursing courses. Overall, this plan enhanced the teaching-learning process.

One of the changes most warmly welcomed by the students was the school's decision to reduce the weekly work schedule from fifty-six to forty-eight hours per week, including classes. Previously, students were required to work forty hours on the wards in addition to their classwork. For example, if a student was assigned the evening



Surgical ward in the 1950s.



Badminton instruction at East 98th Street.

shift from 2:30 P.M. to 11:00 P.M. and had class from 3:00 P.M. to 5:00 P.M., she was required to be on duty at 12:30 P.M. to meet the required number of hours. This notable change was a bellwether in recognizing nursing students as primarily a source of labor. One especially important result of these curriculum changes was the strengthening of the school and a substantial increase in applications. A more significant accomplishment was the initial accreditation of its program by the National League of Nursing Education in 1940.

Since Mount Sinai was now rated as an outstanding school of nursing, students flocked to it from almost every state in the nation. Due to the rigorous classroom and work schedule as well as the long distances from home, most students were unable to go home frequently. As a result, class members became a very close-knit group. Sylvia M. Barker, a 1936 graduate, described the phenomenon as developing "a life of our own as a group. We became an extended family." The students provided support for each other through an endless number of crises.

The extended-family concept was also shared by parents and other relatives of the students. Whenever family members visited, this visit was shared by all the group members. For example, parents frequently invited their daughter and her friends to dinner or the theater or a concert. Packages from home were enjoyed by all, and parcels containing food were always the most welcome ones. Student nurses often seemed to be hungry. They missed meals because of conflicting class and work schedules, because they studied through meal times, forgetting when the cafeteria closed, and also because they preferred an extra forty winks of sleep to food. Sometimes they failed to eat enough because they were bored with the hospital food.

The life of a student nurse was a rigorous one. It was governed by a set of rules regulating all aspects of behavior. One aim of these regulations was to develop the strong disciplinary habits which were necessary in nursing. Another equally important goal was to emphasize the necessity for social grace as an integral part in each nurse's personal as well as professional life. A student nurse was expected to behave like a wellbred lady in all situations. This aspect of nursing education had become a very early supplement to nursing training. Most graduate nurses did private nursing in homes, and these families preferred a trained nurse who was well bred and adapted easily to the ambience of the household. In the hospital setting, the nurse's social manner and appearance no less than her professional proficiency were important attributes.



Sylvia Barker instructing probationers in bandaging in 1937 as Blanche Gubersky observes.

Lottie Mae Philips instructing student nurses, 1937.



The application of social graces was reinforced throughout the Mount Sinai nursing educational experience. For example, whenever a student nurse went outdoors during her leisure time, she was expected to wear a hat and gloves. When she signed out, the matron, Miss Pyrah, carefully observed her appearance. If it was unsatisfactory, the student was required to make the necessary changes before being given permission to leave. (All Mount Sinai students owned black velvet beanies. They were acceptable as hats and easy to stow in pocketbooks once the student was safely out of sight of the nurses' residence.)

Historically, rules governing social behavior were similar to those practiced in private finishing schools. Students were required to submit any requests for late or overnight passes in writing on white, matching stationery. Many owned stationery printed with their name and address specifically for this purpose. Miss Warman strictly adhered to these rules. Letters not conforming to these standards were returned unread with a reprimand.

Mount Sinai student nurses learned to live with, abide by, bend, and occasionally break "the rules." In 1926 the students formed a student council to monitor adherence to the rules. This organization became a part of the student association in 1935. The purposes of this organization emphasized maintaining "standards of honor in . . . scholarship and . . . personal conduct"; developing a sense of responsibility; promoting cooperation among faculty, graduate staff and students; and maintaining and upholding the ideals of the nursing school and nursing profession. Another purpose was later added—to encourage extracurricular activities, such as participation in student organizations on local, state, and national levels.

All students automatically became members of the student association. However, to qualify for office a candidate "must show a good health record, evidence of a spirit of cooperation, and a scholastic record of 80% or over."

The student council was responsible for the administration of the student association. (The council is described in Article VII of the rules and regulations of the student association.) It also appointed committee chairmen to plan and manage certain student activities.

Several committees were responsible to the student council. They included a social committee, a library committee, a late pass committee, a civic committee (in charge of neatness and cleanliness of kitchenettes, laundry, and shampoo rooms), and a faculty committee on student affairs.



Pediatric ward in the 1930s

Rules governing appropriate behavior while in uniform as well as behavior and attire while in the nurses' residence were posted on all floors. Some examples follow:

October, 1932

*Girls must wear lounging pajamas and bathrobes on the roof.
Bathrobes must be worn over pajamas while riding on elevators.
Students must keep their closets locked at all times.*

March, 1934

*Students are not allowed to chew gum or smoke in uniform.
Students may lock their doors to help prevent petty thievery.
If a student's light is found on after 11 p.m., it is considered a minor offense. (Name shall be submitted to the Judiciary Committee of the Student Council.) Three minor offenses equal one major offense and require disciplinary measures.*

At one point the behavior of one student was considered so shocking and outrageous that a special meeting of the student council was convened to discuss the matter.

MINUTES OF A SPECIAL MEETING

A special meeting of the Student Council was called early in November



On November 14, 1938 Mischa Elman gave a private concert at 5 East 98th Street.

for the purpose of according discipline to that student nurse who was reported by a fellow student for wearing insufficient clothing.

This student was summoned before the Council and the following message was read to her by the Faculty Advisor:

"It has been called to the attention of the Student Council that you have been guilty of a flagrant breach of decency. It has only been a month since the entire student body was reminded that appearing fully clothed in the halls was a duty each student owed not only to the other members of the home but to herself. Since that time you have been seen in the hall on two occasions—the first time with no covering, the second time protected only by a bath towel. We as representatives of the students feel that this misdemeanor should be called to your attention as an act of conduct lacking both good taste and any sense of group responsibility. We feel that we are but expressing the opinion of the student body as a whole when we state that any repetition of this offense will necessitate more drastic measures.

The Student Council"

After this reading, the meeting adjourned.

Respectfully yours,
Secretary

12-26-38.

My dear Miss Warman,

My absence from the social service lecture, held on Wednesday evening, was a result of not having been able to sleep that a due to considerable hall noises.

In the evening when it became quiet, I fell sound sleep and did not awaken to my alarm clock.

I am sorry that this is

Respectful
Ma.

January 2, 1940

My dear Miss Warman -

Yesterday on my long day I went to Albany where I met my parents. I planned on taking the 8:50 train which would have arrived at 125th Street at 11:59 a.m. giving me ample time to get to the nurses home. However, the train was sixty minutes late and there was no other train leaving Albany in the meantime.

Enclosed you will find a note from the conductor verifying the above.

Respectfully yours,
Lenore Kowalsky

1-1-40

The train was
a passenger train
2:56. which was
60 m late at 125th
St.

Respectfully
125th St
11:59 Pm
J. A. Homery
Conductor

Man Killed in Subway
Police today sought to establish the identity of a heavily bearded man about 50 years old who jumped off the tracks of the R.R. T subway at the New York station last night and who was found after the subway cars of a Manhattan-bound subway derailed over it.

IN H. MEMO
37th STREET
NEW YORK

My Dear Miss Hauge,
I would like to offer an excuse for my tardiness on Wednesday 9th.

I spent the early evening at the home of a friend in Brooklyn. Not wishing to be late, I left at nine o'clock. My trip usually takes me an hour, as we were on Bergen Avenue the

May 24, 1938

My dear Miss Hauge.

Last night I arrived home at 10⁰⁰ on a late train. We left our destination at 11⁰⁰ in hopes of getting in on time, but fate was on our side and a flat tire delayed us. The car had to be taken to a garage before we could take a taxi and in the meantime we called the desk to let them know we'd be late.

This is my first offense and may it be the last.

I am very sorry this has happened and trust it shall be the first and last.

Respectfully
Anna Mutt

Another student was expelled in the early 1930s for stealing a bottle of perfume from a classmate's room.

Probably the offense which merited the most meetings, warnings, and penalties was lateness. All students were required to sign out whenever leaving the residence and to sign in when returning. The book was kept on the first floor of the residence and carefully scrutinized for errors or forgery. Freshman students were restricted to a 10:30 P.M. curfew. By the time a student became a senior, the hour was advanced to midnight. There were special restrictions for students who were working nights. They had to be in their rooms from 10:00 A.M. to 5:00 P.M. (except for classes) to insure they got sufficient rest or sleep.

Policies involving overnight and late passes became less stringent as the student progressed in the program. Extra passes were given to class sections which did not have any late pass offenses for one month. Late pass records were kept by sections, and passes for night nurses were kept in a separate book. The late pass committee met monthly to record the statistics. Miss Warman examined these records carefully. If she believed the judiciary action to be either too harsh or too lenient, she notified the committee. The committee also sought her advice in matters considered to be "flagrant violations of the rules."

In 1936 the late pass committee officially ruled on the use of "traffic" as an excuse for lateness. It was decided that traffic was not a reasonable excuse for tardiness. However, students who believed that "extenuating circumstances beyond their control" contributed to their lateness were permitted to write a formal note to the chairman of the late pass committee. These requests were considered in conjunction with the student's past record of lateness violations. In some instances these letters were accompanied by substantiating evidence. Some of these notes are provided in the examples on pages 54 and 55.

Students were also required to be on time for breakfast and for assembly before starting their shift. Lateness was punishable by additional time restrictions. Some students chose to skip breakfast to get extra sleep. They had to go downstairs and to the assembly hall carefully and by a circuitous route to avoid being caught. For a short period of time a student monitor was stationed outside the cafeteria to note tardy or absent students. However, minutes of the student council indicate she was so badly harassed that she fled, and no one was appointed to replace her.

Attendance was required in all classes. If a student was absent, she

was required to write a formal letter to Miss Warman giving her excuse.

Nurses who graduated from the 1920s through the 1950s clearly remember all the rules, though some modifications were introduced during the 1950s. However, they also recall that all the students were treated the same; they all "suffered" together. The extended-family support system was crucially important to all of them, but these nurses also have fond memories of the times when they could spend their off hours enjoying the wonders of New York City. During the 1930s many students walked from the nurses' residence to the Horn and Hardart restaurant on Forty-second Street. They would sit and "people-watch."

The spending power of their \$8 stipend stretched pretty far. For a dime the students could ride the Fifth Avenue bus to the Radio City Music Hall. On Saturday mornings the admission was only 35 cents. Or, if the budget was tight, a movie cost a mere 25 cents. A special treat was to ride the Madison Avenue trolley for a nickel to a movie theater on 125th Street; or one could walk to another movie theater on 102nd Street, nicknamed "The Itch." As an inducement to potential customers the management offered a free china plate or cup and saucer to all who paid the 10-cent admission fee.

For a time during the 1930s and the early 1940s, the school reluctantly discontinued the students' stipend. This first occurred during the fall of 1933 and spring of 1934. The stipend had been an important resource for students since the school opened in 1881. The first biennial report listed the allowance as \$9 per month for the first year and \$15 per month for the second year. The purpose of the stipend was also clearly stated. "This sum is allowed for the dress, textbooks and other personal expenses and is not intended as wages, it being considered that the education given is for full equivalent service."

From 1895 to 1905 the stipend rate was changed: it was \$8 in the first year; \$12 in the second year; and \$15 during the third year. The rate has fluctuated over the years, however, to some students the stipend represented their only income; to others, it was an important supplement to a limited budget.

Fortunately, the graduates of the school of nursing in the late 1930s found a wider job market than those who had graduated in the early years of the depression. However, many of these nurses would soon be asked to leave their jobs—to volunteer for hazardous duty in foreign countries. The evil effects of Nazism were spreading across Europe, and most of the world would be affected.



Third General Hospital

1940 / 1945

AS THE UNITED STATES was successfully recovering from the depression years, Europe was again caught up in a maelstrom. The aim of the “final solution” to the “thousand-year Reich” was slowly emerging. The number of refugees fleeing from Nazi terror began as a trickle in 1933 and widened into a flood by 1939. In the absence of strong government action, many agencies in the United States became bastions of freedom.

In 1933 Mount Sinai appointed a committee to investigate the number of positions in the hospital which could be made available for refugee German physicians, surgeons, and research scientists. The board of directors raised \$20,000 among themselves to enable German scientists to continue their research in the hospital’s laboratories. Many of these scientists were allowed to enter the United States on immigration visas on the basis of an assured position at Mount Sinai.

The hospital eventually extended its facilities to three different groups: physicians and research scientists, nonprofessional workers who were in need of employment, and immigrant patients as well. The school of nursing was able to accept some of these refugees as students. Fourteen successfully graduated from the program, but many others did not qualify for admission.

On September 1, 1939, Germany invaded Poland, and World War II

began. Within a year the war had spread throughout Europe, Asia, and into Northern Africa. In September 1940 the United States Congress passed the Burke-Wadsworth bill, establishing compulsory selective service of American men between the ages of twenty-one and thirty-five years, and the induction of eight hundred thousand draftees into military service. The United States was preparing for what would become its inevitable involvement in the war.

That same year Mount Sinai Hospital organized the Third General Hospital. Miss Warman assumed the unenviable task of compiling a list of nurses for the unit. To be eligible, nurses were required to be duly licensed, complete the necessary forms, and pass a physical examination before qualifying for induction into the Army. Many nurses got in touch with Miss Warman when they learned of the reactivation of the unit. Miss Warman also sent letters to nursing alumnae to tell them of the formation of the unit. One of the nurses contacted was Katherine Kupferberg (class of 1939). She responded that she was presently "taking a course in aviation to be a pilot and wished to serve in that capacity," not as a nurse, and she sent best wishes to the unit. (There were a few female pilots in World War II but they were not accorded appropriate recognition for their exploits until many years after the war.)

Miss Warman, as usual, managed to expedite skillfully the mountain of administrative work which was generated by the unit's organization. In October 1940 she wrote to a distinguished alumna of the nursing school, Ruth Chamberlin (class of 1928) to ask if she would serve in an "executive position." Miss Chamberlin proudly accepted this offer and was later assigned the position of chief nurse of the unit. At that time Miss Chamberlin was teaching in the school of nursing at the Medical College of South Carolina. She requested that the hospital give her sufficient notice of her activation date to insure a smooth transfer of her teaching responsibilities.

With the bombing of Pearl Harbor in December 1941, the unit expected to be activated shortly. By January 1942 there were fifty-three nurses (thirty-four staff nurses and nineteen nurses on the registry) working at Mount Sinai who had been accepted into the unit. The hospital administrators expressed concern over losing fifty-three nurses at one time. There was a decision to hold "in abeyance for the present" any strong drive for additional nurses for the unit. However, contingency plans were made, and Mount Sinai alumnae in other hospitals or health facilities continued to join the unit.

As the spring of 1942 passed, the number of inquiries about the



*Third General Hospital, Mount Sinai Affiliated Unit just before departure
for active service overseas.*

unit increased. Some of the graduates of the class of 1942 chose to join. Miss Warman finally received extra secretarial assistance to facilitate the processing of the nurses. All inquiries needed to be answered; physical exams had to be scheduled; and registration numbers had to be assigned to new graduates. The Bureau of Professional Registration in Albany replied to a request for three new registration numbers by telegram—a collect telegram for 42 cents.

Some of the nurses who wished to serve were rejected for health reasons; underweight, tuberculosis, and hay fever were the main reasons for rejection. Other nurses elected not to join the unit but to remain in public health nursing positions. These nurses were considered to be as vital to the national defense as those who served overseas. The American Red Cross emphasized this need in 1943. "The public health nurse, whether employed by an official or nonofficial agency, is determined to play an important role in national defense; (therefore) these nurses (should) be permitted to contribute to the national war effort by continuing to service the people in their own communities."

Still other nurses who had originally been accepted chose to serve in other units or decided to marry and therefore resigned. Many



nurses were urgently needed at home, by virtue of their importance as nursing administrators or teachers. The unit was finally composed of a total of 116 nurses representing Mount Sinai alumnae from the class of 1922 to the class of 1942 when it was sent overseas.

On May 16, 1942, the Alumnae Association of the school of nursing sponsored a special dinner at the elegant Delmonico Hotel to honor the members of the unit. Guests of honor included Grace Warman; Charles C. Klingenstein, a trustee; Dr. George Baehr; and Dr. Joseph Turner, director of the hospital. The guests toasted the members of Base Hospital No. 3. "Here's to the HONOR and GLORY of our UNIT and the FAME that will be theirs. In the not too distant future may we all meet and dine again."

In the summer of 1942 members of the unit were notified that they would be activated on September 1. Miss Chamberlin was ordered to active duty in advance of that date to complete the final processing of the nurses. She was promoted to the rank of first lieutenant and reported to Mount Sinai on August 3.

Three days before the unit was prepared to leave for basic training, Mount Sinai Hospital sponsored an impressive program in Blumenthal Auditorium for the presentation of the colors to the Third



Mosquito drill at Camp Rucker.

General. Emotions were at a high level, as the speakers praised the unit and wished all of its members a safe journey and return. Lt. Col. Herman Lande, who was serving in the dual capacities of executive officer and chief of medicine, received the colors from Col. George Baehr (chief officer of Base Hospital No. 3 in World War I). Lt. Col. Lande spoke eloquently about the unit and closed his speech with a solemn promise.

The Directors of the Hospital have selected the men and women of this Unit and offered them to the Army as first-rate doctors and nurses. I can assure you that they will be equally good officers and soldiers. As I know them, they will return your colors with added glory.

Lt. Ruth Chamberlin also addressed the group.

While we are gone, we want to be in your thoughts and would appreciate being remembered in your prayers. We want you to wish for us that we may have a part, even though it may be small, in the re-establishment of our freedom, to live and work, and to worship in the good American way.

Another Mount Sinai alumna also spoke. Georgina E. Donnelly, who served with the base hospital in World War I, presented that unit's best wishes.



Christmas in North Africa, 1943.

If I were asked for advice, I would say try to forget the sad and unpleasant things and remember only the happy ones . . . And so—the nurses of Base 3 and the Mount Sinai Alumnae Association wish you Godspeed and a safe return.

At the end of the ceremonies, members of the unit were embraced by other members and nonmembers.

At last the important day arrived, the day everyone anticipated—the day of activation. The September 1, 1942, issue of the *Alumnae News* featured a special cover wishing Godspeed to the unit. Since nurses were allotted only \$4 for traveling money, Godspeed was a necessity.

The nurses arrived in Camp Rucker, Alabama, for basic training. Lack of appropriate clothing immediately became a problem; none had been told what to pack. The lack of shoes for hiking was the biggest problem. The nurses had to buy shoes locally and many could not find the correct size. Urgent letters and telephone calls were dispatched to families and friends to "SEND SHOES." Regular uniforms did not arrive until the group was ready to go overseas. They wore "civvies" during basic training.

The unit remained at Camp Rucker for seven and one-half months, during which time they were warmly remembered by their colleagues

at Mount Sinai. Dr. Joseph Turner, director of the hospital, visited them twice to extend support and best wishes. Hugo Blumenthal sent a ten-pound box of delicious Schrafft's chocolates to "his nurses for Christmas." The Alumnae Association gave Thanksgiving goodies, including nuts, raisins, hard candy, dates, and preserves. It also contributed such necessities as an ironing board, mirrors, glasses, dusters, and the most welcome gift—issues of the *Alumnae News*. In fact, all alumnae continued to receive the magazine throughout their stay overseas.

Other friends and trustees contributed candy, coffee pots, cups, books, records, and washcloths. Miss Warman donated a procedure book. It would become a bible for the nurses while they were overseas.

Finally, on May 5, 1943, Third General Hospital members boarded the *H.M.S. Pasteur* for the long ocean voyage to North Africa. Since it was a very hot, humid day, the first sea breezes were welcomed by everyone. The *H.M.S. Pasteur* had once served as a luxury cruise ship, and the nurses were housed in very cramped quarters in staterooms. The total number of personnel in the Mount Sinai unit was 673: 56 medical officers, 116 nurses, 1 warrant officer, and 500 enlisted men (plumbers, electricians, carpenters, etc.).

By the end of the first day the love affair with the sea had vanished. The light sea breezes had strengthened and the seas tossed about restlessly. Most everyone was seasick. Sometimes the weather was so severe that Army personnel were assigned to escort the nurses to prevent them from being washed overboard. The ship's infirmary was usually filled with soldiers and medical personnel.

The ship finally arrived at Casablanca at the end of May. A month later the nurses journeyed from Casablanca to Mateur, Tunisia. The unit's members rode for seven days on an old-fashioned train with horsehair seats. Sleep was impossible, but at least no one was seasick, and the group arrived in Mateur very tired and dusty. However, they were given only a few hours to unpack; then the whole unit was busily setting up the hospital. The unit was given twenty-four hours to finish this process before casualties began arriving from the Sicilian campaign. Many of the personnel were housed in tents. As the number of wounded mounted, the hospital gained the nickname "Tent City." There were more than five hundred beds in tents at the height of the campaign.

By July 27, 1943, just twelve days after the hospital opened, 1,255



Reveille, North Africa, 1944.

patients had been treated. During one three-day period 710 American soldiers were admitted. The hospital was on a hillside with an Air Force P-40 fighter base located in the valley below. At night the hospital personnel could watch the base being bombed, and casualties from these attacks would arrive nightly. Therefore, the hospital served as a field hospital (giving the first treatment), as well as a general hospital (providing longer-term care). By the end of the Sicilian campaign on August 17, 1943, the Mount Sinai unit had treated more than five thousand patients. In May 1944 the unit received a commendation from the Army for operating a model hospital.

The Third General Hospital was in operation in Mateur for almost one year. The battlefield was moving, and in the spring of 1944 the unit was ordered to Italy where it set up a hospital in San Leucio, a small town near Naples. In Italy the unit had its first experience in treating large numbers of prisoners of war. Some of the Italian prisoners were hairdressers and tailors. All the nurses were now sporting stylish hairdos and very attractive A-line skirts.

The unit stayed in Italy for five months, and although their schedules were always hectic, the personnel found time for relaxation. Some visited the officers' club; other units frequently had par-



The Third General Choir, France, 1944.

ties, and all were invited. Love also bloomed among the members of the Mount Sinai unit, leading to some military marriages between doctors and nurses.

As morale boosters, the personnel and patients tried to celebrate all holidays as festively as possible with numerous parties and special meals. During Christmas of 1944, one of the patients, who had been a window dresser at Tiffanys, delighted the whole ward by decorating all of the hospital's windows with magnificent holiday scenes. Several entertainers, including Bob Hope, also visited the hospital where they performed shows and talked to patients.

When the unit passed its second anniversary in Italy, the Alumnae Association sent cards to the nurses. (The Alumnae Association also had remembered the group on their first anniversary in 1943 by sending a photograph of the Mount Sinai unit to each alumnae member.) The Orientation and Morale Service kept the personnel informed of the latest activities of the war through a daily BBC News digest. It announced the liberation of Paris in August 1944 in bold headlines, whereupon everyone toasted Paris.

The toasts and wishes of many came true as the unit received orders to move to France in September 1944. When the nurses, doctors, and supply staff landed in Marseilles on September 29, 1944, the

city was still celebrating the Allied victory, and the Mount Sinai unit was warmly welcomed. Third General set up its third facility at Aix-en-Provence where it remained until the end of the war. The war was now being fought elsewhere, and the slower pace at the hospital was welcome.

In February 1945 the first repatriated American prisoners were scheduled to return to the United States. One of the nurses from the Mount Sinai unit, Capt. Harriet Bensley, was asked to accompany the twenty-one ex-prisoners (including one nurse) with a physician and a security guard. The Army flew the group back to the States and the pilot circled the Statue of Liberty on his approach to New York. To Miss Bensley the view of the Statue of Liberty was the most moving sight she can remember. All of the personnel—the ex-prisoners, the pilot, and the medical staff—wept openly.

In the spring of 1945 the Mount Sinai unit celebrated its second anniversary overseas. This date was recorded in the first issue of *Stethoscope*, a newsletter published by the unit. Interdepartmental softball league standings also rated frontpage coverage. Some of the teams were named: X**perts, Bunsen Burners, Dirty Sox, Chow Hounds, and Dogpatch Demons. A popular joke at the time was also listed. "Arlene Francis, on the Blue Network's Blind Date program asked a serviceman, 'What were you before you joined up?' 'Perfectly contented,' was his brisk reply."

On September 4, 1945, almost exactly three years after the unit had been activated, the members of Third General boarded the *U.S.S. General Stewart* in Marseilles to leave Europe for home. They wiped the dust and mud of North Africa, Italy, and France from their boots and dreamed of getting at least forty-eight hours of sleep, eating anything except peanut butter, and seeing family and friends again. The 779 members of the unit had cared for more than 30,000 wounded soldiers in three years. The group coming home together was composed of the following: 72 officers, 132 nurses, 2 Red Cross volunteers, and 573 enlisted men. All told, the *U.S.S. General Stewart* carried 3,200 men and women back to the United States. An excellent description of the voyage was recorded in a souvenir edition of *The Trooper*, the newsletter printed aboard the ship.

4 Sept 45. This was the day we had all awaited, although at times, none too patiently, for this was "boarding day" and going home was the cause for all the smiles. At 1600, we left the dock at Marseille and headed out into the blue Mediterranean. It was hot.

The Forty-seven Hundred

5 Sept 45. We awoke to find the shores of Spain off our star-board quarter and were to find that these shores would remain with us all this day and the bigger part of the next. The sea was very calm and the saying about "being slick as glass" came to mind. The weather was very sultry and conditions in the hold were not exactly ideal. However, we managed, as wasn't this the trip we had waited so long for?

6 Sept 45. Almost to a man, everyone was straining their eyes for a glimpse of the famous "Rock", for this was to be the day we passed through the Straits of Gibraltar. At approximately 1200, our vigil was rewarded and the "Rock" came into view. The "Rock" it seems, played second fiddle, as the dolphins and the very still blue water of the Straits attracted most of the attention.

7 Sept 45. Now we are headed for home, but direct. Our course has been changed from South to Northwest and New York is just a few thousand miles away. The weather has changed from hot to pleasant temperatures with a breeze that does wonders for the appetite. Even the hold is not too bad now.

8 Sept 45. All is not too good this day, for there is rough weather ahead. The swells are beginning to get bigger and bigger and the gentle roll of the ship is rapidly turning into just plain rocking. The stomachs are starting to renege.

9 Sept 45. The storm in all its fury is about us. One does not have to go topside to realize this for it is plain that something is wrong, for the small, very small attendance at the mess spells s-e-a-s-i-c-k-n-e-s-s. However, the more sturdy individuals were greeted with the usual excellent food that has been the custom on this trip.

10 Sept 45. The storm is still with us and so is the seasickness. The swells are now so high that they extend beyond the fourth deck and the spray covers the entire ship. Everyone is asking the same question; "When will this end?" One fellow even remarked that even home wasn't worth this.

11 Sept 45. Praise the Lord and pass the food, we are out of the storm at last. This morning, the sea is calm and the weather bright and the chow line—very long. Everyone is out on deck again and the color has returned to most faces. Several boys spent 72 consecutive hours on their back in the hold, one said "One minute I was afraid I'd die and the next minute I was afraid I wouldn't." All are happy now and we are just 1150 miles from Heaven.

12 Sept 45. Weather clear, track fast, and home less than a thousand miles. Nothing unusual this day except that we know it won't be long now. The Ship published their Field Day requirements, which to you landlubbers, means "Final Inspection" before docking and this proves Heaven is near, very near now.—This PM things got black but only for a moment and I thought I heard a guy say "Not again" as he felt his stomach.

PRESS TIME. As we go to press for this, the final edition, everything is just as expected, the sea calm, the weather bright, and spirits high, as we are much less than a thousand miles from Little Old New York. Just a prediction before we close out—"The most popular spot aboard Ship Friday will be the bow for everyone wants to be the first to yell "There she is" and I do mean that Statue of Liberty." This is the last time to view the "Lady" from this angle, for from now on the Battery is close enough.

The ship docked in New York on September 15, 1945, and the group proceeded to Fort Dix, New Jersey, for discharge processing. Subsequently, many of the nurses did not return to their jobs at Mount Sinai. The GI Bill, passed in 1944, provided educational funds to World War II veterans; hence many nurses chose to continue their education.

During these difficult war years, Mount Sinai Hospital had bravely struggled with limited staff and supplies. Many made countless sacrifices to insure the best possible care for their patients. Their efforts deserve to be hailed too.



The War Years at Home

1940 / 1945

THE MEMBERS of Third General had marched off to war on September 1, 1942, leaving a minimum of personnel behind to staff Mount Sinai Hospital. Many of those who stayed were in key positions, and Miss Warman had requested they remain on staff. Some were members of the faculty of the school of nursing, and others were administrators.

During the early war years, England was subjected to devastating raids by German night bombers, and the British suffered appalling civilian and military casualties. The Mount Sinai staff had generously contributed plasma in the Blood for Britain campaign. After the bombing of Pearl Harbor, many military strategists believed there was a threat of another naval attack on other large American coastal cities. Catastrophe units thus were organized through the Office of Civilian Defense, Mount Sinai being one of four such units formed in New York City. The units insured twenty-four-hour emergency medical service. "The units were ready to go out at a moment's notice to care for victims of enemy action. . . . Extra beds, extra surgical units and other facilities were on the alert around the clock. The Staff and employees were rigidly drilled . . . in case of national alarm."

The hospital had access to two extra ambulances and all the portable equipment necessary to establish a field dressing station. Mount

Sinai administrators, remembering heavily bombed London, installed special safety and fire-fighting equipment. They also held blackout rehearsals, air-raid drills, and practice in extinguishing incendiary bombs. It was an enormous task, considering that the hospital had eighteen buildings covering three city blocks, with fifty-three different roof levels and more than nine thousand windows to be darkened.

All physicians, nurses, and laypersons were given special first-aid training. They were taught how to improvise splints by means of umbrellas, rolled-up telephone books, and newspapers. There were also guest speakers from the military services and visitors who had experienced the blitzkrieg in Great Britain, and all staff members were visibly impressed by their talks.

Mount Sinai was involved in still other activities to aid the war effort. It participated in research on war medicine, and newer surgical techniques. To help alleviate the critical nursing shortage, Mount Sinai trained several thousand Red Cross nurses' aides. It was the first voluntary hospital in New York City to provide such courses.

The school of nursing also provided valuable assistance to the war effort. The students volunteered to help with the selective service physical exams; twelve students signed up every week to work three and one-quarter hours. The exams were done in the outpatient department building. In 1942 and 1943 students helped in the blood bank, donating and collecting blood for Great Britain and for Civil Defense. Four to ten students worked each Tuesday from 7:00 P.M. to 9:30 P.M. Many evenings donors were so numerous that students stayed until ten or eleven o'clock. They needed special permission for the expanded hours, which also meant giving up sleep or study time to complete the volunteer duty. Students gladly did so; there were always enough or too many volunteers. The students averaged about fifty-two hours of volunteer work per month.

The nursing students sponsored a variety of fund-raising activities. They sold war bonds and defense stamps, beginning in September 1943. These could be purchased every Tuesday evening and the evening of each payday, and the students sold several hundred dollars worth of these stamps. They also sponsored six war bond drives, netting more than \$10,000 in bond sales, and they sold stockings as a fund-raising project, and contributed the proceeds to the war effort. Their enthusiasm and successes were highly praised by the hospital and the nursing school.



Supervisors' Meeting, 1941.



Christmas Party, 1943.

The hospital was completely dependent upon the students for staffing. There was a dramatic increase in the use of auxiliary staff, composed of nurses' aides and ward clerks.

In 1943 the school of nursing was approved by the United States Public Health Service to participate in the Cadet Nurse Corps Program. This program was financed by the government, and its primary aim was to increase the number of student nurses. It is still considered the most successful recruitment campaign ever conducted in the history of nursing. These student nurses were provided with maintenance stipends and tuition. They were required to spend part of their senior year either in military service or in a government hospital.

Miss Warman exhibited remarkable stamina in dealing with the tasks of the hospital, the school of nursing, and the war effort. She spent little time at meals and fortunately was rarely ill. However, in the winter of 1942 she contracted a viral infection. She was surprised and exasperated by her illness and vowed never to be sick again. A letter to Lt. Ruth Chamberlin at Camp Rucker seems to reflect her attitude clearly. "I was back on duty for a week and then had a relapse of my cold so that's why I delayed answering your letter. These viral infections certainly get one down. It is a new experience to me and one which I hope will not be repeated."

Miss Warman was also ably assisted by the assistant director of nursing services, Bessie Wolfson Rogow (class of 1934). Each faculty member had additional supervisory and administrative responsibilities. The assistant director of the school of nursing was Minnie Struthers. She handled many of the daily problems that concerned students. She was an alumna of the school (class of 1932) and spent her entire nursing career at Mount Sinai. Miss Struthers taught in the school for one year (1934-35) and was promoted to assistant director of nursing for three years. She was then asked by Miss Warman in 1938 to assume the position of assistant director of the school of nursing. She gladly accepted and fulfilled her responsibilities very capably until her retirement in 1962. Miss Warman and Miss Struthers worked together for almost thirty years; both retired at about the same time. Miss Warman gave her the highest possible praise at that time: "In my opinion Minnie Struthers is a perfect nurse, teacher, administrator and friend."

Miss Struthers gave devoted service to the school of nursing. Bessie Wolfson Rogow, a colleague of Miss Struthers for many years, also had warm praise for her.



Minnie Struthers serves in the student lounge.

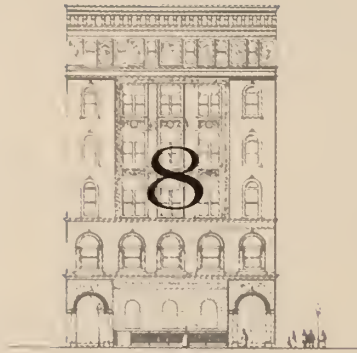
Classroom instruction in the 1950s.



I have the highest regard and respect for Miss Struthers. She was soft-spoken but one was always aware of her high standards for performance and conduct. The welfare of the student was paramount to her. She had the ability to keep abreast of the student needs and was responsible for the liberalization of many of the rules and regulations, such as expanding late pass hours. Many students took her into their confidence.

Mount Sinai nurses kept abreast of news of colleagues serving overseas through "newsy" letters printed in the *Alumnae News*, personal correspondence, and articles in the New York newspapers. V-E Day was joyously celebrated by Mount Sinai alumnae in the hospital at Aix-en-Provence in France and in all the other places where nurses served. Finally, when it was all over, the celebration was savored for several days in the hospital. Endless toasts were drunk to victory and peace, to family, and to friends coming home.

The role of the nurse had been permanently altered and expanded during the war. She was expected to teach and supervise new auxiliary workers. In addition, many of the medical advances which had emerged during the war as well as certain tasks previously performed by physicians were now being delegated to nurses. In 1947 an *American Journal of Nursing* editorial cited at least eighteen procedures which were newly assigned nursing responsibilities. Some of these tasks included intramuscular injections, irrigation and drainage of catheters, pediatric gavage, and applying polio packs. The increasing use of antibiotics also revolutionized nursing care. Two other new developments which influenced nursing practices were the introduction of early ambulation in postoperative care and obstetrics, and the new specialty of rehabilitation.



The Postwar Era

1945 / 1956

AMERICAN SOCIETY was changing. After World War II the United States standard of living was the highest in its history. There was a dramatic increase in the middle class and a growing concern with vocationalism and status. Everyone wanted to "get ahead." After the deprivation suffered during the Great Depression and the rationing imposed during the war, people were eager for a more comfortable life. Inasmuch as many people were seeking careers, colleges experienced record enrollments, and nursing schools were part of this "rush for education."

The Mount Sinai Hospital School of Nursing continued to expand and maintain its leadership for excellence in nursing education. In 1946 an additional psychiatric affiliation was established, thereby allowing all students to have a psychiatric nursing experience. The importance of psychiatric nursing was emphasized during the war: one of every four draftees in World War II was rejected for psychological causes. Also, many of the veterans returned home with various psychological problems incurred during their term of service, primarily in battle or in prisoner-of-war camps. The students now participated in two affiliation experiences: obstetrical nursing at Columbia-Presbyterian Hospital and psychiatric nursing at either Creedmore State Hospital or the Westchester Division of New York Hospital.



Weigh-day at the Infirmary.

World War II also brought about the expansion of age ranges for schools of nursing. During the war the minimum age had been lowered to seventeen as an emergency measure to permit recruitment of larger numbers of students. Similarly, the upper age limit was extended to about age forty. Earlier, an applicant had to be between the ages of twenty-one and thirty-five. These expanded age requirements resulted in a considerably larger post-World War II nursing population. In general, however, the majority of students tended to be young and were recruited directly from high school.

Meanwhile, life as a Mount Sinai student nurse was gradually becoming less restrictive. The rules governing curfew and late passes were more expansive. By 1956, class distinctions were generally abolished; all students had equal privileges. These included unlimited overnights and 1:30 A.M. passes (if not assigned to duty before 9:00 A.M. the next day) and unlimited 12:30 A.M. passes. All privileges were allowed on the basis of clinical practice, scholastic, and health records. In November 1950 and April 1951 the late pass committee recorded the only perfect records in the history of the school: there were no late violations during those months. In 1946 the first student handbook was printed and distributed to all students. It was a useful reference, with a list of all the rules and regulations. The student council posted revisions as necessary.

In 1947 a new tradition was established in the school of nursing, a school newspaper. The first edition of the *Plaid Review* rolled off the presses (mimeograph) in March; the first editor in chief was Phyllis Mulford. She was a graduating senior when the first issue appeared



The Mount Sinai Hospital complex in the 1950s.

and ended her editorial with the following toast: "For the paper: 'Hello'— To the paper: 'Happy Birthday'—To the students: 'Carry On' " The *Plaid Review* was printed quarterly for the next four and one-half years. It contained "news" gossip columns, creative writing, remembrances of student life by upperclassmen, and humor. An example follows.

IMPRESSIONS OF A PROBIE

Could any student ever forget her first days as a probie???

The thrill of entering the Residence for the first time; the key which unlocked and opened the door to a rather frightened young lady's chosen career.

We all recall the first excited hours which were spent happily getting acquainted with our classmates; the building which was to be our home for the next three years; and the hospital itself, which seemed enormous and caused most of us to exclaim, "I'll never be able to find my way around here!"

With much time to spare, a luxury we were soon to regard as a cherished memory, the early nights were spent happily gathered

in someone's room, "Chewing the fat", and daintily nibbling on tiny morsels of any food we could get our hands on. Yes, it was fun while it lasted, but the anguish we suffered on that black day of the month when we all got weighed! How many promises of starting a diet were silently vowed, with good intentions, of course, and broken the next day?

The night before we were to go on duty for the very first time, what innocent, inexperienced preclinical student didn't sit wide-eyed and open-mouthed listening to the pearls of wisdom flow from the mouth of her big-sister? How many of us believed that there wouldn't be any linen in the linen closet?

We found that nothing could be worse than this week's schedule—until next week's schedule was posted on the bulletin board! But we learned to budget our time and put off till tomorrow that which we could have accomplished today!

The many tears that were shed over departures of classmates, tests that were failed, querulous hours of doubt and serious thinking of whether or not we "belonged", were all a part of this unforgettable period in our lives. But with each passing exam we were slowly and surely realizing the dream of every probie—the symbol of her profession—a white cap.

—Irma Leventhal

The *Plaid Review* was superseded by the *Cap and Bib* (name derived from the school uniform). The maiden edition of *Cap and Bib* was published in August 1951. The *Plaid Review* then became a biannual publication. The staff of the *Cap and Bib* defined the five major foci of the newspaper: achievements of the student association; progress made by the student council; news of sports and social events; news of affiliated students; and just plain chatter.

The newspaper reviewed new plays opening on Broadway, including *South Pacific*, *Charlie's Aunt*, *Look Back in Anger*, and *My Fair Lady*. There were also articles describing the latest fashions and a "Roving Reporter" or "Inquiring Reporter." The feature writer solicited views from incoming freshmen ("How does it feel to be a Probie?") and upperclassmen ("How does it feel to be a graduating senior?"). The column also explored views about the food (ugh!), working nights and relief (ugh!), and vacations (ah!).

Regular columns were written by the affiliated students during their psychiatric nursing experience entitled "Connie Creedmoor" and "Wendy Westchester." The newspaper always carried an article spotlighting a VIP such as a nurse administrator, a faculty member, a very active student, or a successful alumna. These features had various titles, such as "Hospital Personality of the Month," and "Women



Margaret Bullet Lavelle (Class of 1932) helps daughter Patricia prepare for Commencement in 1956.



Director Grace Warman receives Alumnae Association gift from President Blanche Gubersky at 75th Anniversary Celebration.

of Distinction and Personality of the Month." There was humor too.

Fact: The average sleep needed by a student is about 5 minutes more.

Fact: A student nurse is one who doesn't start economizing until she runs out of money.

PROBIE DEFINITIONS

T.I.D.	Throat Irrigation Daily
bm	By Mouth
P.R.N.	Patient Resting Nicely
O.D.	On Duty
hystero	hysterical or excitable
N.P.O.	Nurse passed out
BRP	Bring Relief Please

The student newspaper focused primarily on student happenings and school events. "Time lost because of sunburn is considered as absence and not as sick time." It reflected the closeness of the students and the importance that events in each other's lives assumed. The cloistered nature of student life is evident. The newspaper rarely included any "outside news" pertaining to social or political changes.

The gossip columns were intimate references to the students—their behavior, their romances, and their experiences in class and on the wards. Although only initials were used or events were described by a nickname, all references were instantly recognizable to the other students. "Who on the 10th floor has stars in her eyes? Is L.R. still receiving 9 pm phone calls from that certain someone?"

The student newspaper served another important function. It preserved the image of the student nurse's life for other generations to see. Those who graduated from larger nursing schools and colleges in later years may find that they missed something. The warmth, closeness, and honor of being chosen to become a member of such a unique group seems to have vanished from nursing education.

The students' time off was very precious. They could see a Broadway play, sightsee in New York City, grab some "shut-eye," do some studying—or, for a special occasion—they could visit The Oaks. The Oaks is an estate of five-and-one-half-acres bequeathed to the Alumnae Association by Magdalene M. Klingenstein in 1946. Mrs. Klingenstein frequently invited nurses as guests to The Oaks during the twenty-five years the family owned the estate. "She would have them collected at the nurses' residence and have them driven up to The Oaks on a chilly autumn day by her chauffeur, together with a hamper of food. At The Oaks, they would all sit around a blazing fireplace, eating, freezing in back and roasting in front."

This lovely waterfront estate is on Davenport Neck in New Rochelle. On the grassy grounds there are many shade trees, flowers, a fruit orchard, and vegetable gardens. Nurses were able to swim, play tennis, volleyball, or golf, or they could go boating, fishing, or just relax in the sun. The two main houses on the estate, the Red House (originally built in 1879) and the White House (built in 1900) could sleep up to 27 guests. Almost twice as many people can be fed at one time in the large dining room at the Red House, and during the summer months up to 150 nurses have been entertained on the grounds in a single day.

It was an idyllic retreat for nurses. The Red House inscription read: "This house has been made possible through the love and interest that Charles Klingenstein bore for those who dedicated their lives to the sick."

The estate was generously endowed by Mrs. Klingenstein with a \$300,000 fund. The dedication ceremony was held on May 25, 1947, with many hospital and nursing dignitaries in attendance. The Oaks is still a popular vacation place for Mount Sinai alumnae.



The White House at "The Oaks."



The Red House at "The Oaks."

The Mount Sinai Hospital School of Nursing gained other generous gifts as it entered its diamond anniversary year. In 1952 Murry and Leonie Guggenheim established a scholarship and aid fund. The income was to provide ten scholarships of \$100 each for entering students based on financial need; scholarships in the amount of \$50 each during the second and third years; grants or loans to especially needy students; and recreational activities for students.

In 1948 the hospital began another major building program. Ground was broken for three new buildings: a maternity pavilion, a central laboratory building, and the Berg Institute of Research. Two years later, a \$1,000,000 gift from Frank Z. Atran helped complete the laboratory building that bears his name. The maternity building, the Klingenstein Pavilion, opened in 1953. The school of nursing was finally able to discontinue its maternity affiliation after seventy-two years. In appreciation of the nursing students who had received their obstetrical experience at Columbia-Presbyterian Hospital since 1898, the Mount Sinai nursing school donated a part of its collection of Florence Nightingale letters to the school of nursing at Columbia-Presbyterian Hospital, a timely and generous gift.

The school of nursing held its seventy-fifth anniversary in May 1956 and nearly eight hundred alumnae attended this gala homecoming. Many of the graduates were holding important nursing positions in the armed forces, public health organizations, and hospitals in thirty-one foreign countries, embracing all the continents.

This grand event was celebrated on May 26 and 27, 1956. On Saturday, May 26, Miss Warman chaired a symposium entitled "The School of Nursing Today." The attendance was high and the applause enthusiastic. Miss Warman outlined some of the school's characteristics which had made it an outstanding institution, such as its accreditation, faculty, and scholarships. Other speakers were introduced who discussed the current curriculum, clinical experience, the guidance and health programs, the student association, records, and clinical instruction. Attendees felt that it was a most informative and worthwhile program.

At a luncheon following the symposium, many speakers praised the nursing school and Miss Warman's leadership. Blanche D. Gubersky, president of the Alumnae Association, presented a handsome watch to Miss Warman.

The afternoon was reserved for seeing old friends and making new ones. It was also an opportunity to inspect the exciting historical exhibit in the auditorium on the first floor of the nurses' residence.



Relaxing at "The Oaks" in the early 1950s.

The committee that organized this remarkable display was chaired by Sylvia Barker. The exhibit depicted various aspects of the school's illustrious history: uniform styles, cap and pin; presidents of the board of the school; scenes of the Mount Sinai unit in both world wars; curricula offerings; and pictures of student life in the hospital. A special glass display case held six dolls dressed in the various student uniform styles. The exhibit was one of the most popular events of the homecoming day.

Not surprisingly, many of the alumnae who attended the seventy-fifth anniversary gala expressed great pride in being graduates of The Mount Sinai Hospital School of Nursing. The designation "Mount Sinai nurse" conferred a special honor on its bearers: it signified the best. One of the alumnae, Josephine V. Harrington (class of 1928), was so moved by the sentiment of the alumnae that she decided to share her feelings with Miss Warman in a letter. Her letter recalled the interminable hours of training as a nursing student when she had been sustained by the knowledge that she was chosen to become part of a special group, the Mount Sinai student nurses—and, in that

shining moment when she was awarded a Mount Sinai cap and pin, the memories of the student toil were eclipsed.

The tradition of "a Mount Sinai nurse" and the inherent quality that she represented was a standard few other schools have reached. The school was now three quarters of a century old and experiencing the euphoria of many years of continuous success.



The Late Years

1956 / 1971

THE MOUNT SINAI Hospital School of Nursing entered its seventy-sixth year glowing with the accomplishments of its past. A total of 3,760 nurses had already received their diplomas; the faculty had grown from five full-time instructors in 1935 to seventeen full-time faculty in 1956; and instructors had also been added in the areas of public health, surgical specialties, and the operating room. The students were now able to receive all of their clinical experiences, except psychiatric nursing, at their own hospital. The hospital, too, had grown from the original 456 beds in 1904 to 1,105 beds in 1956. The expansion of all hospital services thus insured a broad range of clinical experiences for the nursing students.

The curriculum committee continued to review the curriculum annually and to recommend appropriate changes. In 1953 the forty-hour week, including class time, was introduced for all students. During the previous year a report of the State Board of Nurse Examiners commended the school for the excellent performance of its candidates on the state board examinations. The school received full reaccreditation in 1953, and again in 1960, from the National League for Nursing. At that time only 23 percent of the nursing schools could meet the criteria for full accreditation. The majority of schools (57

percent) merited only temporary accreditation, and 20 percent lacked any form of national accreditation.

The Mount Sinai Hospital School of Nursing was nationally known, and important events, such as graduation, were regularly reported in the *New York Times* and other New York City newspapers. The school was host to many prominent speakers at these occasions. They included Dr. Howard A. Rusk (*New York Times* associate editor and professor and chairman of the department of physical medicine and rehabilitation at New York University Medical Center), Bennett A. Cerf (author, columnist, and president of Random House), Dr. Eleanor C. Lambertson (director, division of nurse education at Teachers College, Columbia University), Honorable Buell C. Gallagher (president of City University of New York), and Miss Jessie Scott, R.N. (assistant surgeon general of the United States Public Health Service). Two other famous women had addressed Mount Sinai students in earlier years: Lillian Wald, founder of the Henry Street Settlement House, in 1932; and Clara Barton, founder of the American Red Cross, in 1894 or 1895.

The school was maturing gracefully. However, the same could not be said about the nurses' residence. It was now (1956) almost thirty years old and in need of a major face-lift. The Guggenheim family, always generous to the school, contributed the necessary funds to make repairs and renovations. (The family had also contributed a substantial sum to the original building fund in 1927.) In recognition of their generosity, the building was renamed Murry and Leonie Guggenheim Hall at a ceremony held on November 19, 1957. A plaque commemorating the new name was placed on the front of the building.

The *Cap and Bib* continued to record the monthly activities of the students. "Susie Sinai" and "Sinai Solvent" answered readers' burning questions. In January 1953 the leading editorial described a subway strike. "Life seemed not to be disturbed at Mount Sinai Hospital," the editor wrote. The student nurses did not rely on public transportation for classes or clinical experience; everything was provided within a three-block radius. Students were again gently reminded about room inspections, weigh day, and late offenses.

The *Cap and Bib* also carried other announcements. In 1958 an anonymous fund was donated to the school for dancing lessons. Students who were interested were asked to meet every Thursday from 6:00 P.M. to 8:00 P.M. A dance teacher from Arthur Murray's arrived promptly at Guggenheim Hall to teach both popular and



Formal dance in the auditorium, early 1950s.



Caroling at Rockefeller Center, early 1950s.

ballroom dancing. Students who had walked miles on the wards during the day now gladly rumbaed and waltzed extra miles in the evening.

Reports of the committees of the student association also appeared regularly in the student newspaper. The popular big sister committee welcomed the incoming freshmen and oriented them to the school. The need for such a committee was voiced by students as far back as 1936. They wrote to Miss Warman requesting permission to organize a "welcoming group for new students and act as a social committee to conduct small affairs." Miss Warman approved of the idea. Thirteen years later the big sister committee was formally established.

The support and guidance of "big sisters" were crucial in helping their "little sisters" through the many early crises and "I quit" decisions during freshman year. The big sister was the role model: "she did it—I can, too." Many lasting friendships were formed from these "sisterly" relationships.

Another committee was the health committee. This group assumed an active role in publicizing weigh day by posters; establishing semiprivate food services for students in the infirmary; and writing a series of articles in *Cap and Bib* on "The Care of the Feet" and "The Power of Positive Health." A healthy pair of feet was a nurse's best ally. The committee also was responsible for the change in the presentation of the material on health and hygiene. It distributed a questionnaire to the students, and the overwhelming response indicated that students preferred group discussion to class lectures.

A house committee was responsible for the upkeep of the nursing residence, including recreational equipment. A separate recreation committee sponsored stag dances four times a year, and date dances twice yearly and also arranged other group activities such as bike riding and swimming parties.

The recreation committee planned events in conjunction with the program committee of the student association. A later committee planned larger events, such as a fashion show and an off-Broadway play. Another important body was the publication committee. Students making up this committee were responsible for the publication of the student newspaper *Cap and Bib*.

The late pass committee was still responsible for late pass regulations and restrictions for offenses. The rules seemed complicated to the incoming freshmen, so in March 1958 the committee published a synopsis of the regulations. By comparison with the rules of the 1930s,



Greeting new students at tea, 1962.

Mr. and Mrs. George Daly and graduate daughters Carole, Joan, Diane, and Arlene.





*Carol Riback and "Big Sister" Ricki
Coval, 1960.*

they seemed broad; by comparison with the later changes in the 1960s, they appeared restrictive

One long-term student project which spanned nine years deserves special mention. The student association adopted a war orphan, Alda Di Veroli, through the Foster Parents Plan for War Children. For at least two years, 1950 and 1951, Alda corresponded regularly with the students. In 1954 the student association adopted a five-year-old Korean girl, Peck Young Sook. The association contributed \$15 a month (or \$180 a year) toward her care. They were rewarded by receiving delightful letters from Peck Young Sook. These letters were at first posted and later kept in a scrapbook in the library for all the students to share. In addition to the monthly donation, the students also sent her special gifts on holidays, on her birthday, and at the beginning of the Korean school year.

The second vice president of the student association usually wrote to Peck Young Sook. From Miss Sook's letters we learn that she is doing very well in school; is in the fifth grade and wants to be a nurse (October 1958); shares her gifts of clothes and food with her family (March 1959); has a younger sister who is smarter than she (June 1959); and has been ill and in the hospital in Seoul but is now much better (July 1959); and enjoys the students' letters very much.

Mount Sinai alumnae, following a tradition, served bravely in the Korean conflict. One of the nurses, Capt. Margaret G. Blake (class of 1927), was awarded the Bronze Star in February 1951 for valiant service. She was decorated for supervising treatment "which saved



First outdoor Commencement, 1961.

Minnie Struthers "pins" Grace Warman at 1962 graduation as William J. Kridel looks on.



many lives" in the Korean campaign. Captain Blake was a member of the 8055 MASH Unit (Mobile Army Surgical Hospital) and was never more than one mile from the front. She was also the first member of the New York State Nurses' Association to be decorated in the Korean conflict. Captain Blake had previously served in the Army in World War II in North Africa and Italy. The exploits of these nurses were featured in the *Alumnae News*.

The 1950s quietly passed into history, and the decade of the 1960s was born, promising to be less pastoral than the previous ten years. In 1962, after twenty-seven years of service, Grace A. Warman announced her retirement. She had guided the school through some of its worst crises during the depression and World War II, as well as in its most triumphant years. Miss Warman had nurtured the school from a faculty of five full-time instructors to a faculty of twenty-two full-time and three part-time instructors. She had boldly introduced the forty-eight-hour week and then the forty-hour week for students and graduates. She had been a remarkable leader in both nursing education and nursing service.

During the last few years of her tenure, her pace inevitably slowed. It was time for a well-earned retirement. Mount Sinai gave her a sad but dignified farewell as Miss Warman was honored by both hospital and nursing school personnel. The Alumnae Association presented her with an honorary diploma and a nursing pin, the only nurse who has ever been chosen for this distinction. A representative of the class of 1962, Dolores Rosenbaum, said of her, "she has been our family leader, our school's strength."

Robert K. Haas, president of the school of nursing, praised her warmly for her unflinching devotion to the school: "Courage has been defined as 'Grace under pressure.' " The *Alumnae News* featured the farewell ceremony and wished her well in her retirement: "To her, our profound respect, admiration, love and best wishes." Minnie Struthers, associate director, retired at the same time as Miss Warman. Their combined years of service to the school of nursing totaled fifty-two years.

The school of nursing and the hospital now began an intensive search for a new director of the hospital and the school. On July 15, 1962, the dual position was filled by Mary Jane Venger, an experienced hospital administrator. She had been a director of nursing at Michael Reese Hospital in Chicago and Albert Einstein Medical Center in Philadelphia. She was a graduate of Presbyterian Hospital in Pittsburgh and had received a baccalaureate degree from the



Daughters of three former graduates were in the Class of 1963. From left: Florence Nightingale Kuralt (1936) and daughter Patricia; Leonarda Laskevich (Alumnae Association President); Florence Sandler Arenstein (1936) and daughter Elaine Schwarcz; and Barbara Howard and her mother Virginia (1937).



At Model Seder in 1964; Nancy Shamban pours the ceremonial wine for Rabbi Hollander as Ruth Reisman looks on.

University of Pittsburgh and a master's degree from Teachers College, Columbia University.

When Miss Venger became the director of the school in 1962, the winds of change were blowing on nursing education, threatening the foundations of diploma schools around the country. The Mount Sinai Hospital School of Nursing, always a leader in its field, was facing competition from collegiate nursing schools as the number of applicants dropped alarmingly. Many students were selecting the two-year associate degree nursing program over a three-year diploma program. Furthermore, the rules governing student behavior in diploma nursing schools seemed outdated in an era of growing independence of youth.

Miss Venger, with the assistance of the faculty and members of the board, made an intensive review of the school, including admission and progression policies, the curriculum, and student regulations. Major changes followed rapidly. There were many views about the revisions made in the program, but all agreed that they were needed. However, some believed that they were accomplished too rapidly to maintain the continuity and traditions of nursing education. Others felt that the changes needed to be made quickly because they were long overdue—that the revisions should have been initiated as early as the 1950s.

One of the very important results of the evaluation of the school was the reduction of the program to thirty-three months. This was accomplished by adding some new content and eliminating repetitive material. A separate budget for the school of nursing was also developed through the efforts of members of the board. The table of organization of the faculty was increased from thirty-one to fifty-seven positions. Other recommendations included improving the classroom and office facilities for students and faculty.

The board and faculty worked assiduously to implement the recommended changes. Their efforts were well rewarded. In October 1963 the Department of Diploma and Associate Degree Programs of the National League for Nursing conducted a resurvey for continued accreditation of the school. The school received accreditation for the maximum period allowed, a full six years. "The Board of Review congratulates the faculty for their achievements in developing the school and offering a sound diploma program in nursing."

Also, in 1963 the school of nursing student policies were dramatically changed. There were major revisions in the late pass rules, generally abolishing most restrictions. Weigh day was evaluated, and



*Director Mary Jane Venger congratulates top award winner Gail Antanavige
at 1966 graduation.*

it was decided that it would be continued but much more leniently. No severe restrictions were imposed on students who did not want to be weighed. To many students' delight, the night experience was eliminated. Henceforth, clinical experiences would be provided only during the day and some evenings. In addition, students were given thirty sick days during the thirty-three-month program. This represented a substantial increase over the previous policy of allowing only seven sick days per year.

There were also major revisions in the admission requirements to increase the pool of eligible candidates. Students' age requirements had been seventeen to thirty years. The upper age limit was now abolished. Previously, a student was allowed to marry only during the last six months before graduation. Now the school would accept married students. Two new events were added to the admission process: a preadmission visit to the school and a personal interview of the candidate.

School costs had been climbing steadily and had caused deficits in the past few years. The tuition was raised to \$600, excluding uniforms and books. Tuition charges were initiated during the depression years. In September 1933 the school began charging \$100 tuition for the three years. By 1956 the fees had increased to \$220. The stipend, a Mount Sinai tradition, was eliminated at this time, too. However, to help students meet the cost of their nursing education, additional scholarship funds were made available through the Murry and Leonie Guggenheim Foundation.

The changes in the school policies significantly altered the fabric of the student nurse experience. The increase in leisure time as well as the fact that many students now lived in the neighborhood gave them much more mobility. The number of school social events decreased, and as a result the students became more aware of, and interested in, the outside world.

The student newspaper clearly reflects these changes. The *Cap and Bib* was published for a decade, from August 1951 to September 1961. The *Plaid Communique*, the third student publication, began publishing toward the end of 1964. This newspaper bylined critiques on the Great Society programs, the Vietnam War, social welfare programs, rights of patients and of nurses, and alternatives in nursing education. Prior to this time the only major politically oriented article had been a review of *The Communist Manifesto* in the *Cap and Bib* in March 1958.

One aspect of student nurses' lives did not change—students were always hungry. The dream of many generations of students was finally realized when vending machines for light snacks and cigarettes were placed in the nurses' residence. This was much more convenient but was less homey than the student-operated snack bar, which had been open only on certain days. It was also a tremendous improvement over the food policies of 1943.

A student who is off duty and has had three meals and desires something to eat may purchase in the dining room between 10 P.M. and 10:30 P.M. the following items:

Ice cream sticks	5c
Coffee	5c

A 5c token is to be obtained first from the cashier and presented to the worker behind the counter.

To paraphrase a popular song of this era, "the times they were achanging." To encourage more applicants to the school, Miss Venger

initiated "recruitment luncheons," and more than 150 guests attended such an event in April 1965. A second recruitment luncheon was held the following October.

On June 8, 1966, members of the committee on the future of the school, an ad hoc committee of members of the board of directors of the school of nursing, Miss Venger and Dr. David Pomrinse, executive director of the hospital, met to plan a course of action for the school. Several alternative options were explored. One plan which had been given considerable attention was the formation of a central school of nursing for all Federation hospitals. The advantages and disadvantages were discussed. Other suggestions included inaugurating an associate degree program or buying courses from other colleges but not affiliating. Another plan, broadly discussed, included affiliation with a baccalaureate college not presently having a nursing program. However, strong concern was expressed about the school losing its identity as a result of such affiliation.

Subsequent meetings were held with Dr. Mildred Schmidt of the New York State Education Department; with Dr. Rena Boyle, director of the department of baccalaureate and higher degrees of the National League for Nursing; and with administrators at Hunter College and at City College of the City University of New York. Numerous discussions regarding the future identity of the school were held over a period of time.

In September 1967, in the midst of this planning, Miss Venger resigned. After giving many years of service to nursing, she had decided to marry and "retire for awhile," and a search immediately ensued for a successor. In January 1968 Cynthia R. Kinsella was appointed director of nursing of the hospital as well as director of the school of nursing. She had previously been the director of nursing at Bellevue Hospital and its school of nursing and a consultant for special projects in the New York City Health and Hospitals Corporation. She was the first director to hold a doctoral degree.

In November 1969 Mrs. Kinsella was sworn in as a member of Mayor John V. Lindsay's special organizational Task Force for Comprehensive Health Planning. In 1970 Governor Nelson A. Rockefeller appointed her to the Health Resources Commission of New York State; and Elliott Richardson, Secretary of Health, Education, and Welfare, appointed her to the National Advisory Council on Nurse Training.

Mrs. Kinsella continued to work with the board of directors of the school and with Dr. Pomrinse regarding the future development of the



Director Cynthia R. Kinsella congratulates Fredrick William Luebke, Jr., the only male graduate in the history of the School, at 1971 exercises.

school. One of the options they investigated and subsequently utilized was offering courses in liberal arts to Mount Sinai students at Hunter College. This continued until The Mount Sinai Hospital School of Nursing at City College was started. During this time, too, Esther E. Lipton, a Mount Sinai graduate, who had spent many years with the World Health Organization, was appointed associate director of the school of nursing, on April 7, 1969.

A plan that had previously been investigated during Miss Venger's tenure was an affiliation with a baccalaureate college which did not yet have a nursing program. City College of the City University of New York was approached, and plans were made toward incorporating The Mount Sinai Hospital School of Nursing into the City College of New York. Mount Sinai nursing students then were given the option of transferring to the City College baccalaureate program, or remaining in the diploma program. On July 1, 1969, Mrs. Kinsella was appointed dean of nursing at City College, at the same time retaining her title as director of nursing of the hospital. As of that time, the diploma program was being phased out.

Unfortunately, it was not possible to work out a long-term arrangement between The Mount Sinai Hospital School of Nursing, and City College of the City University of New York. As a result, the nursing school had to be closed. On September 24, 1971, in its ninetieth year, The Mount Sinai Hospital School of Nursing graduated its last students.

However, the school lives on, albeit in a different form. Its charter is now used by The Mount Sinai Hospital School of Continuing Education in Nursing, founded in the fall of 1975. With the guidance of Gail Kuhn Weissman, director of nursing of The Mount Sinai Hospital since 1972, and under the direction of Rosemary Murray, R.N., M.A., this school offers courses to nurses who come from many different areas to upgrade their nursing skills. In this way, the tradition of excellence that distinguished the school of nursing for so many years continues at the graduate level.



The Alumnae Association

TRADITIONALLY, nursing school alumnae associations have had a major influence in shaping the destiny of nursing. In the late nineteenth and early twentieth centuries they were the motivating force behind the creation of the American Nurses' Association and its constituent state and local units. The alumnae associations also very actively promoted improved working conditions, state registration and licensure for nurses, the eight-hour day, increased private duty rates, and better nursing skills.

On December 1, 1893, a group of graduates of Mount Sinai Hospital Training School for Nurses met to organize their alumnae. Representatives from several classes were present. Mrs. Henry Ollesheimer, a member of the training school board, was elected the temporary chairman, and Miss L. Adler, a graduate nurse, volunteered to be secretary *pro tempore*.

It was a productive first meeting; the group appointed a committee to draft a constitution and bylaws. The committee members were as follows: Mrs. Ollesheimer and Mrs. Henry Seligman of the training school board; and three alumnae, Anna L. Alston (class of 1886 and superintendent of the school), May Humphreys (class of 1889), and Anna S. Barrett (class of 1884). The group proposed that each member

present be responsible for contacting other alumnae about the association. They adjourned on a cheerful note, planning to meet again after the holidays.

During the next two months the committee met several times to draft the constitution and bylaws. On February 2, 1894, the charter group adopted both drafts and elected the association's first officers: president, Ella Davis (class of 1883); vice president, Miriam Jagger (class of 1883); secretary, May Humphreys (class of 1889); and treasurer, Frances Cook (class of 1883).

During 1894 the association met many times in both regular and special sessions. Much of the preliminary organization was completed during this time. An advisory board was elected on May 1, 1894, to act as consultants on financial and other matters. The original members of the advisory committee encompassed a broad range of people interested in the school. The members included two members of the training school board, Mrs. Henry Ollesheimer and Mrs. Henry Seligman; two members of the hospital board, Isaac Stern and Solomon Loeb; and Dr. Howard Lilienthal, an attending surgeon of Mount Sinai Hospital. At this meeting it was also decided to hold meetings on the first Thursday of every month at the training school on East Sixty-seventh Street.

One and a half years later, after many meetings and amendments to the constitution and bylaws, the Alumnae Association voted to incorporate. On February 13, 1896, the association proudly filed a certified copy of the original certificate of incorporation of the association with the clerk of the City and County of New York. Five years later, on February 11, 1901, a copy was filed with the secretary of the state of New York. In April of that year the final revised copy of the constitution and bylaws, conforming to local and state regulations, was adopted. Seven and one-half years of effort had been well rewarded. Later that year the Alumnae Association found a permanent meeting place when the board of directors of the training school granted the association a room in that building.

At a meeting of a group of prominent nurses held in Chicago during 1893, the chairman, Isabel A. Hampton, brought the audience to its feet with a stirring speech endorsing the formation of a national nursing organization. She believed that the development of strong alumnae associations would be the primary prerequisite for the formation of a national nursing organization. Since many workers were calling themselves "nurses" it was believed that the individual graduate nurses should be represented on the national level only



Alumnae day, 75th Anniversary, 1956.

through their alumnae associations. Therefore, the development of strong nursing school alumnae associations was a priority task.

During the next two years delegations from alumnae associations met and formed The Nurses Associated Alumnae of the United States. (The organization had originally included Canada, however, legal incorporation procedures prohibited the inclusion of Canada as an active member.) Starting in 1898 the Nurses Associated Alumnae of the United States met annually, New York City hosting the convention at the New York Academy of Medicine during the first three years. The organization eventually evolved into the American Nurses Association. State and local units were organized through local alumnae association members. The New York State unit, established in 1901, was one of the earliest units to be organized. In 1904 the Mount Sinai Alumnae Association became a charter member of the local unit, now known as the New York Counties Registered Nurses Association, District No. 13.

One of the primary concerns of the members of the Mount Sinai Alumnae Association was the plight of ill or disabled nurses. The remuneration for nursing was low; also they did not enjoy fringe benefits such as long-term sick pay, hospitalization coverage, or disability benefits. Nurses were among the largest groups in the population afflicted with tuberculosis. The healing process required

time, rest, nutritious food, and fresh air. Most nurses had very limited resources. They worked long hours and often suffered from complex podiatric problems, arthritis, lower back strain and other occupationally acquired complaints.

Consequently, members of the Alumnae Association sought to establish a fund to help needy nurses and requested that the hospital provide a room at reduced rates for ill members. The first goal was accomplished in June 1894, when Mrs. Seligman announced to the alumnae members that an annuity fund of \$4,000 had been established to aid ill or needy nurses. It was hoped that the fund would be enlarged through private contributions and subscriptions. An advisory board was appointed to manage the fund. The members included Mrs. William Einstein, Mrs. E. Dreyfus, Dr. Alfred Meyer (president of the training school board), and Henry Ollesheimer (as secretary). The annuity fund became well endowed and provided the means for many nurses to seek help with dignity.

The second important objective, securing a room at the hospital at reduced rates for nurses, was actively endorsed and promoted by the members of the Alumnae Association. The original request made in the spring of 1894 was denied by the hospital. The board stated that the hospital was too crowded at the time for a separate room to be designated for nurses. Nurses were allowed to occupy smaller rooms free of charge in the back of the wards.

Alumnae members had reached an impasse, but they continued to explore financial sources to endow a bed or a room for the alumnae. The association continued to provide financial assistance to needy nurses from its own limited resources. At the annual meeting, held on January 3, 1896, the treasurer's report showed expenditures of \$203 given to ill or needy nurses.

The association explored the possibility of using a part of the annuity fund to help endow an alumnae room, but this was deemed legally impossible. In December 1901, the association investigated the cost of endowing the room. The hospital board of directors reported that the usual donation for such a purpose was about \$20,000, however, the board was willing to accept any reasonable amount the association could propose.

Although the sum of \$20,000 was an impressive amount of money, the association began to raise funds in a variety of ways. One very successful venture was a birthday party for the association held on April 6, 1902, at the home of Miss Switzer, 82 East Eighty-first Street. A total of \$1,203 was raised.



Alexandra Guttman Campbell of the Class of 1883 cuts the 75th Anniversary cake.

Finally, in 1903 Max Nathan, a trustee of the hospital, generously endowed a room for ill nurses in the new hospital building which was scheduled to be opened shortly. Mr. Nathan not only received the deep appreciation of the Alumnae Association for his magnanimous gesture, but also was designated as an honorary member of the association. In 1898 the association had voted to establish honorary member status and Mr. Nathan may have been the first honorary member so designated.

Flushed with the success of two major achievements, an annuity fund and the endowment of an alumnae room, the association turned to another important area of need: a pension fund for alumnae. In 1905 the members initially explored using the annuity fund for this purpose, but as with the previous investigation in the case of the alumnae room, it was found impossible to transfer any monies for a pension fund. However, Mrs. Ollesheimer, chairman of the annuity fund committee, was very helpful in assisting with the establishment of a pension fund during the following year.

The fund was made possible through the generous contributions of time, funds, and talents of a wide variety of people. Friends of the fund included members of the hospital board of directors, the board

of the training school, and the women's auxiliary of Mount Sinai Hospital. The fund was augmented by the nurses themselves as much as possible. The treasurer of the association during this time, Jennie Greenthal (class of 1891), gave many valuable hours to help establish the fund. Through the years the pension fund has been further endowed by patients and other friends, and in later years, when the needs of the fund exceeded its resources, several generous donors came to the rescue. Among these contributors were Mrs. George Blumenthal (a total of \$50,000 in the 1920s) and Mrs. Charles Klingenstein (\$10,000 in 1947). Some bequests were received from Bertha A. Kruer (\$10,000 in 1947), Anna Van Kirk Geller, former superintendent of the school, 1905-12 (\$10,000 in 1949), and Emma Kissinger Pease of the class of 1890 (\$10,029.62 in 1951). The fund became a memorial for some and a blessing for many alumnae. Alumnae who subsequently joined the fund paid a nominal initiation fee and annual contributions until they became eligible to receive benefits.

In 1910 a new milestone was reached as the first issue of the *Alumnae News* was published by the association. This magazine became a vital link between the school and the alumnae, and during World War II it was distributed to all alumnae members serving overseas. These issues spanned the miles of the Atlantic Ocean and provided a sense of "home" for nurses who did not see the United States for one, two, or three years. Letters from Europe and the United States were regularly printed to give everyone an opportunity of "keeping in touch with the other side."

The Mount Sinai Alumnae Association gradually added new funds and services for its members as the need arose. Since 1902 it had been providing flowers, fruit, and other gifts to homebound or ill nurses. In addition, a Christmas fund, established by contributions of nurses and friends, donated gifts to ill and needy nurses during the holidays. Several other special funds were established to help nurses, including the welfare fund and the sick benefits fund. In 1920 a special fund was created to assist alumnae members in attaining advanced education in nursing. This loan fund was seeded with \$2,000 from association funds.

The Alumnae Association recognized that while individual nurses could be helped with temporary financial assistance, there was also a need to promote improved conditions for the nursing profession. The nursing school alumnae associations represented the unit of power to help enact legislation for registration and licensure of nurses, increased rates for private duty, and the eight-hour day. As early as 1901



Dorothy Brown Jaffee presents scholarship award to Judith Minnich Robbins on Alumnae Day, 1968.

the Mount Sinai Alumnae Association invited a guest speaker to one of its meetings to discuss "State License and Regents Examination." The association encouraged all of its members to register. Mr. Abrams, a notary public, was invited to a meeting of the association in December 1904 to sign applications of nurses who wished to register in Albany. (Emma Kissinger, class of 1890, was one of the first ten nurses to be registered in New York City.)

Although it is not known whether the association actually joined the Nurses Associated Alumnae of the United States and Canada, the question was discussed at a meeting in November 1897. The association did purchase three shares of stock, at a cost of \$100 per share, in the publishing arm of the National Alumnae Association, the *American Journal of Nursing*, in 1903. The Mount Sinai Alumnae Association became a charter member of the local unit of the National Alumnae Association, New York Counties Registered Nurses Association, District No. 13, in 1904. Jennie Greenthal was the first treasurer. Two Mount Sinai alumnae have since held the office of president of the New York State Nurses' Association, Clare M. Casey and Elaine E. Beletz. Among its functions, the Alumnae Association also supported and actively promoted increased rates for private duty nurses and the eight-hour day.

One of the achievements which was probably most rewarding to its own members was the acquisition of an alumnae room in the hospital. This room, established when the hospital moved to its present location, was a welcome gift to ill nurses who required hospitalization. However, as the number of alumnae grew, the need for a larger room developed. In 1922 Miss Marion Moxham (and later Miss Greenthal) of the association wrote to the board of trustees requesting the designation of another room. The room then provided was too cramped for two beds. Their request was not approved at the time. In 1926 the nurses asked for the privilege of choosing their own doctor when they were ill, even though they were in a ward. The hospital firmly vetoed this request. The staff doctor who was on duty when the nurse was admitted automatically became her doctor.

Since the alumnae room was in a ward, all of the ward services, including food, applied equally to sick nurses. The association continued to petition Dr. Goldwater to change the room and it also sought additional funds to move the room. In 1927 there were renovations in the west building (old private pavilion), and a special section was at last allotted for sick nurses. This area included the alumnae room as well as additional rooms for other nurses.

In 1931, when the semiprivate pavilion opened, a generous donation by Charles and Magdalene Klingenstein provided a bed in this pavilion. Dr. Maurice L. Rosenthal donated an RCA radio set for this room, and now nurses could listen to their favorite radio programs while they convalesced. "Helen Trent," the "Second Mrs. Burton," "Fibber McGee and Molly," "Major Bowes" and "Amos n' Andy" were allowed to "visit" the sick nurses.

Since the two separately endowed beds were still not sufficient for the alumnae, the facilities of the semiprivate pavilion offered a satisfactory alternative. In 1935 the board of trustees with the consent of the donors approved merging the various hospital beds designated for graduate nurses. The endowments established by the Max Nathan Fund and the Charles and Magdalene Klingenstein Bed were combined to form a single four-bed room in the new semiprivate pavilion on the seventh floor. The basic hospital services were free. Special medications and private duty nursing were not included.

The Alumnae Association contributed to the decor and "special niceties" for the comfort of the nurses. Over the years these gifts included a television, air conditioning unit, and various magazine subscriptions. While nurses generally do not relish the role of patient any more than anyone else, at least their stay in the Alumnae Room

was made as pleasant and comfortable as possible.

Interestingly, the procedure for endowing an alumnae bed was never formalized in a contract. The transaction was accomplished through letters of transmittal, a clause in a will and their acceptance by the hospital. In the early years (through the 1940s), the hospital suffered a loss of about \$4,500 a year from the beds. During the nineteen sixties special policies were formulated for the Alumnae Room. In 1963 it was moved from the semiprivate pavilion to a two-bed room in the private pavilion (Klingenstein pavilion). Because of the rising cost of hospital care, only nurses with hospital insurance were admitted to the room. The endowment funds covered costs in excess of third-party payment. Nurses who did not have insurance were admitted without charge to the appropriate ward. Unfortunately, however, during the 1970s, as hospital costs continued to escalate, the hospital decided it could no longer afford to supplement the cost of the alumnae room. It was therefore phased out.

During the 1940s, Mr. and Mrs. Charles Klingenstein again generously provided for the Mount Sinai nurses. They bequeathed their estate in New Rochelle, New York, to the Alumnae Association as a rest and vacation home. The bequest was accompanied by an endowment fund totaling \$300,000. At that time, Joseph Solomon, attorney, through persistent efforts, arranged for the transfer of The Oaks to the association, and obtained tax exempt status for this lovely estate. Ever since then, Mr. Solomon has been counselor and close friend to alumnae members, always willing to help solve whatever problem might arise. Those alumnae who have known him and worked with him have come to appreciate deeply his helpfulness, generosity, and long-standing friendship. An active member of the Alumnae Association, Jennie Greenthal (class of 1891) endowed a room bearing her name with a \$15,000 bequest in 1952. Miss Greenthal had served in several capacities in the association, including those of president and treasurer.

Another one of Miss Greenthal's contributions is not as well known. Beginning in 1906, at the request of Dr. Goldwater, Miss Greenthal served as the first "social worker" at Mount Sinai Hospital. Gifts from Emanuel Lehman and his sister in 1901 and Paul M. Warburg in 1906 supplied the necessary funds to organize a social welfare department. Miss Greenthal was given a desk drawer for her papers and allowed to interview clients in the office of the admitting physician.

She then served in a variety of roles. She established contacts with

convalescent homes to help care for the large number of chronically ill patients. She visited patients on the wards and in their homes. In her role as public health nurse and social worker, she discussed family problems, arranged for emergency care of children, and purchased necessary surgical appliances for indigent patients. She served in this capacity for some time but subsequently returned to her regular nursing duties.

In 1948, in recognition of Miss Greenthal's many contributions to the Alumnae Association, she was named honorary president. As far as is known, she is the only person to have been honored in this manner.

During the 1950s the Alumnae Association continued to administer its various endowments and funds. In 1951 still another fund was set up. It came from Julius Muehlstein, husband of Kathryn Lynch Muehlstein (class of 1924), who bequeathed \$10,000 to aid needy nurses.

As the affairs of the association had expanded over the past several decades, it had become increasingly difficult for the alumnae officers and others to volunteer their time to coordinate the activities. In 1954 the full-time position of executive secretary was established. She would be responsible for supervising and correlating the activities of the association, including the preparation of various committee reports, supervision of the funds, and providing assistance and advice to the members. Miss Warman generously provided an office for the executive secretary in the school of nursing. The first executive secretary was alumna Elizabeth Lemerich Rattigan, (class of 1924), who served in that capacity until 1962. She was succeeded by Donna Butler, who has administered the affairs of the association since then with great devotion.

In 1956 the Alumnae Association participated in homecoming day during the seventy-fifth anniversary of the school of nursing. At that time membership was more than 1,200. The *Alumnae News* covered all the celebrations in a special seventy-fifth anniversary issue.

During the early 1960s the association initiated a new tradition: an annual alumnae day to be held in May. The first annual alumnae day was celebrated on May 20, 1961, by almost five hundred alumnae. The oldest alumna attending was Minnie Laub, class of 1897. Dr. Alan Guttmacher, director of the department of obstetrics at Mount Sinai Hospital and prominent in the planned parenthood movement, was the guest speaker.

The following year was an active one. With the help of Joseph Solomon and Marvin Sussman, attorneys for the association, the Foundation of the Alumnae Association of The Mount Sinai Hospital School of Nursing was established. This was done to allow tax-exempt contributions, and to utilize all monies received for scholarship and social welfare purposes. The Edith G. Ryan Fund, established in memory of this alumna, and later the Friendship Fund, became the principal components of the Foundation. The Muehlstein Fund was subsequently included.

The number of gifts and endowments continued to grow and prosper. Also that year, the Alumnae Association established the historical resources committee. Miss Warman had stored in her office much of the archival material relevant to the development and growth of the school. When she retired, her successor transferred many valuable materials to the association. The association was now appointed as the official center for all historical records.

Sylvia Barker was appointed historian; she had worked with Miss Warman in 1956 to organize the historical materials and had also chaired the historical exhibit for the seventy-fifth anniversary of the founding of the school. Then, in the early 1970s, alumna Charlotte Isler, with Sylvia Barker's assistance, organized and catalogued the written archives of more than eighty years of history of the school, along with memorabilia donated by members of the Mount Sinai units in both world wars. Other alumnae members who also helped preserve the archival materials were Helen Biganaisse, May Shamp Eberstein, Loretta Hoey, and Esther E. Lipton. The archives could not have been placed in more competent or loving hands. At that time, too, Charlotte Isler initiated "The Living History" project, designed to discover current activities and accomplishments of Mount Sinai graduates.

In the years since, the association has continued to sponsor annual alumnae days. In 1962 Dr. David Pomrinse, associate director of Mount Sinai Hospital, was the keynote speaker. Distinguished alumnae of the school of nursing also were invited to be guest speakers. On May 25, 1963, Ruth B. Freeman, Ed.D. (class of 1927), well known for her textbooks and other contributions to public health nursing and a professor of public health administration at Johns Hopkins University, gave the keynote address.

The following year, a famous alumna made a long-awaited encore appearance before alumnae members. Emilie Sargent (class of 1920)

had entered the school of nursing through the Vassar Training Camp for nursing during World War I. She was asked to be a principal speaker at the school's fiftieth anniversary in 1931. She was the founder and executive director of the Detroit Visiting Nurse Service for many years and was highly honored when she retired from that position. In 1960 she was also cited by the University of Michigan as an outstanding graduate. Her fellow nursing alumnae welcomed her warmly.

At the sixth annual alumnae day in 1966 the guests enjoyed the address of Nadine Moore (class of 1961), first alumnae member to serve in the Peace Corps. She related her experiences and her thoughts about the corps. In 1968 Cynthia R. Kinsella spoke to the alumnae and described some of the plans for the transition of the school to a baccalaureate program. At that time, too, the association celebrated its seventy-fifth anniversary, a total of 335 alumnae attending the event.

Since the school closed in 1971 the Alumnae Association has been the principal link among its members. It continues to administer the various funds, runs The Oaks on a year-round basis for members and their friends, publishes the *Alumnae News*, and provides an annual forum for all alumnae to gather. It has been a conscientious preserver of valuable archival materials. The association has pledged to continue its aid to alumnae in financial or social need; it provides scholarships each year; serves as a resource and support for its members and all Mount Sinai graduates; and has formed a close association with the department of nursing of the Mount Sinai Medical Center. The Alumnae Association is a strong and vigorous group, proud of its history and active in preserving and utilizing its heritage. It continues to serve its members as it has since its inception.



The Raiments

Uniform, Cap, And Pin

THROUGHOUT THE HISTORY of nursing the landmarks signifying the formal progression from beginning student nurse to graduate professional nurse have been ritualized in the nurse's uniform, cap, and pin. All of the different stages were intended to be recognizable immediately to indicate the nurse's level and appropriate respect. The student nurse's uniform was always a darker, subdued color (or colors) and contrasted strongly with the graduate nurse's all-white uniform. The student nurse's cap was also distinctly different from the school cap which was received on graduation. The school pin was worn only by graduate nurses. The design of the pin can symbolize many things—healing, association with the hospital (and later the college), or matters of special significance to the school of nursing.

The Mount Sinai Hospital School of Nursing has always been proud of its heritage and the distinctive raiments of its students and graduates. The first students who entered the Mount Sinai Training School for Nurses in 1881 were allowed to wear the dress prescribed by the school only after they successfully completed the preliminary probationary period. The initial uniform was described in the first biennial report of the school as being a simply made, blue-and-white seersucker dress with a white apron, white cap, and linen collar and



Photo of 1941 class of probationers clearly illustrates the uniform of the period.

cuffs. The dress was long sleeved and ankle length in blue-and-white stripes. The dress was covered with a full white apron, and both dress and apron were stiffly starched. The uniform was completed by high-top black oxford shoes, black cotton stockings, and an organdy cap. The uniform was not necessarily designed for comfort but to provide a suitably conservative appearance and some utility for the student's tasks.

In 1883 the famous "Mount Sinai" blue Scotch plaid design was adopted for the dress. The gingham dress remained long sleeved with a long skirt. A stiff white collar with a black velvet bow at the neck was added at this time. The black stockings and shoes and the cap remained the same.

The blue-and-white plaid design of the uniform became strongly identified with the student nurses. Although other aspects of the dress were altered, the plaid remained. Two of the three student newspapers used "plaid" in their title, the *Plaid Review* and the *Plaid Communique*.

Another important part of the student uniform made its appearance in 1883: the pleated square kerchief. This distinctive aspect of the



Evolution of the school uniform in miniature.

uniform was worn for fifty-three years. It was attractive but difficult to maintain. In 1933 the student council informally questioned the students as to their preference: kerchiefs or bibs. The poll was overwhelmingly in favor of the bib, 150 to 22. Four of the most frequent reasons given for preferring the bib were: it required less preparation time; it provided a neater appearance; it was more economical; and it was more up-to-date. In 1935 the student council again sent a questionnaire to the students on kerchiefs versus bibs. Again the response was overwhelmingly in favor of bibs, 126 to 18. The results were sent to Miss Warman. Miss Struthers represented the superintendent at a meeting of the student council in June 1935 and confirmed the approval to change to bibs. She notified the council that the bibs were being ordered.

Classes of the 1930s also experienced other changes in the uniform aimed at comfort. The sleeves were shortened about 1930. The class of 1932 was the last to graduate in the traditional long-sleeved plaid dress with organdy kerchief and apron.

During World War II the imported plaid material was difficult to obtain, so the school began to purchase the patented design in the

United States. By this time the uniform had gradually lost the long full skirt and became shorter and narrower. After several requests to Miss Warman, the black shoes and stockings were finally replaced by white ones in 1949.

The class of 1962 was the first to wear the blue-and-white plaid dresses with collars and cuffs attached. The following year the students voted to eliminate the white bib and apron. In 1965 the students again expressed dissatisfaction with the student uniform. The *Plaid Communique* sponsored a contest, asking students to submit their ideas for a uniform. Seventeen pictures of uniforms with various changes were submitted. The winner was a uniform with a one-piece bib and apron. The students also voted to have a new graduate uniform.

The class of 1971 retained the uniform style of 1965. The classic blue-and-white plaid dress with white accessories had undergone many changes, but its distinctive appearance had remained unchanged.

The traditional nursing cap of the school of nursing has been radically altered from its forerunner of one hundred years ago. The original cap was a "boxy" or squarish mop-cap made of organdy. By the 1930s the cap gradually became more peaked, with front pleats. The organdy student cap was replaced by a muslin one during World War I, however, the graduate cap remained fashioned of organdy.

A distinctively starched student cap was adopted later. The style was redesigned in the 1940s to give the cuff a more circular flare and more flattering appearance. The cap, more than any other part of the uniform, was of great significance to the student. The capping ceremony at the end of the student's probationary period signified her entrance into the world of nursing. The recitation of the Nightingale pledge at the solemn occasion of the candle-lighting ceremony proclaimed her a "real student."

An article in the April 1959 issue of *Cap and Bib* begins by describing the wondrous qualities of a cap.

HOUSE OF 98TH STREET
Class of 1961

There is one magic night in our lives that we all shall remember well. When we were transformed by the wondrous hand of our Fairy God Mother (Miss Warman), from the puny Probies we once were, into the busy, bustling, Block students we now are. All this, not with a wand . . . but a cap!



*Alma Rossi Sabrin in her
graduate uniform.*

Seniors wore black velvet bands on their caps to signify their status as upperclassmen. The placing of this band was also accompanied by a solemn ceremony. In 1963 the students voted to wear blue bands on their caps during their junior year. The value and honor of the black band was not diminished by this addition; rather, it was upgraded.

The symbol worn by a graduate nurse that is not displayed in any form by the student nurse is the school nursing pin. It is worn for the first time at graduation and adorns the uniform thereafter.

The design of the original hospital school of nursing pin was chosen by one of the school's founders, Mrs. Louise S. Hendricks. She owned a small engraving of the goddess Hygeia feeding a serpent from a saucer or cup. The design was selected because it was a favorite of Mrs. Hendricks, and she believed it to be an appropriate symbol for nursing.

Hygeia was the Greek goddess of health and the serpent symbolized wisdom and rejuvenescence (shedding its skin) or immortality. The nurturing relationship symbolized by Hygeia feeding the serpent has a deep significance for nursing. Hygeia was descended from two generations of gods whom the Greeks and Romans believed controlled health. She was the daughter of Asklepios (Aesculapius in Roman mythology), a famous physician, and the granddaughter of Apollo, the god of health and medicine. Asklepios was often pictured with his staff and serpent (later called a caduceus).

The original pin, or medal, was large and fashioned in silver. In

1890 the size of the pin was reduced and reproduced in gold. The motto of the school, "Vota Vita Nostra" (we dedicate or devote our life), is above the pin and attached to it by a gold link. In 1945 there was some discussion of changing the picture on the pin. However, Alfred L. Rose, vice president of the hospital board of directors, opposed the change. In later years, as the price of gold increased, the amount of gold in the pin was decreased.

The symbols of the Mount Sinai student nurse and graduate, registered nurse carry a century of tradition, affection, and respect. Time will not diminish these attributes but rather enhance their values.

appendices



SUPERINTENDENTS OF THE SCHOOL OF NURSING

1881-1883	Kate Rich	1912-1914	Rye Morley
1883-1885	P. B. Washburn	1914-1934	Elizabeth A. Greener
1885-1887	Florence Leigh Jones	1935-1962	Grace A. Warman
* 1887-1894	Anna L. Alston	1962-1967	Mary Jane Venger
1894-1895	M. Leary	1968-1972	Mrs. Cynthia R. Kinsella
* 1895-1905	Marion F. Dean		
1905-1912	Anna D. Van Kirk (Geller)		

* Graduates of the Mount Sinai Hospital Training School for Nurses

Note: The original title superintendent was later changed to principal, then director.

PRESIDENTS OF THE BOARD OF DIRECTORS
OF THE SCHOOL OF NURSING

1818-1885	Mrs. (Sarah) Florian Florance	1896-1897	Isaac Stern
* 1885-1885	Willard Parker (died in office)	1898-1899	George Blumenthal
* 1885-1886	D. M. Stimson	1900-1912	Kalman Haas
* 1887	H. N. Heineman	1912-1917	Albert W. Scholle
* 1888-1889	B. Sharlau	1917-1940	Hugo Blumenthal
1889-1893	Mrs. (Addie) David Seligman	1941-1950	Alfred L. Rose
1893-1896	Alfred Meyer	1951-1959	Phillip W. Haberman, Jr.
		1960-1963	Robert K. Haas
		1964-1968	James Felt
		1969-1971	Henry A. Loeb

* School of Nursing was in a protectorship relationship with Mount Sinai Hospital and records are neither complete nor clear. List is compiled from records which were available.

PRESIDENTS OF THE ALUMNAE ASSOCIATION

1894	Ella Davis	1930-1934	Margaret Caldwell
1895-1909	No records available ¹	1935-1937	Clare M. Casey
1910-1911	Laura L. Logan	1938-1940	Nan Cuming
1911-1913	Bertha A. Kruer	1941-1944	Harriet Bell Forschheimer
1913-1914	Elona Underwood	1945-1948	May Shamp Eberstein
1914-	Frieda L. Hartman ²	1949-1950	Harriet M. Bensley
1914	Harriet Miles ³	1951-1952	Leola S. Mayor
1915-1916	Anne MacEdward	1953-1956	Blanche D. Gubersky
1917	Helen J. Moses	1957-1960	Edith Schweighofer Wolfe
1918	No records available ⁴	1961-1964	Leonarda A. Laskevich
1919-1920	Anne MacEdward	1965-1968	Janet Hyman Freeman
1920-1921	Julia P. Friedman	1969-1972	Sylvia M. Barker
1922-1923	Winifred Forsyth	1973-1977	Charlotte Nussbaum Isler
1924-1925	Zella Nicolas	1977-1979	Lynne Ann Courtemanche
1926-1929	Elizabeth Dixon	1979-1981	Marjorie Gulla Lewis

¹ No records available until *Alumnae News* began publishing in 1910.

² Resigned office to join the Red Cross in November 1914

³ Completed F. L. Hartman's term

⁴ *Alumnae News* suspended publication for one year during World War I, no other records available.

SCHOLARSHIPS, ENDOWMENTS AND FUNDS

The School of Nursing has been fortunate in being endowed with special funds; income was used for the benefit of the student and graduate nurses. These funds indicate in a most substantial manner the deep interest taken in the school by the Board of Directors and its friends.

Murry Guggenheim Scholarship Fund

Established by Murry Guggenheim to provide (a) six scholarships, each in the amount of \$100.00 for entering students; the selection to be based on the financial need for assistance of applicants, evidence of ability to meet the qualifications of a professional nurse and scholarship standing in the school attended by such applicant prior to application; (b) medals to be awarded to 12 students who have shown exceptional ability during their attendance at the school; and (c) a graduate scholarship for the balance of the yearly

income of the fund to a graduate nurse of the school applying for the same to assist the recipient in the completion of a degree program to be followed by such applicant. The award shall be made by the faculty of the school and the basis shall be evidence of eligibility for admission to a university, an existing need for special preparation for an essential field of work, proof that the individual is capable of this specified study and gives the promise of competency in the position for which she is preparing.

Murry and Leonie Guggenheim Scholarship and Aid Fund

Established by Murry and Leonie Guggenheim; income to provide (a) ten scholarships in the amount of \$100.00 each for entering students meeting the entrance requirements of the school and applying for such scholarships on the basis of financial need; (b) scholarships in the

amount of \$50.00 for each student upon entering the second and third years after satisfactory completion of the work of the prior year; (c) grants in aid or loans to especially needy students; and (d) recreational activities for students.

The Margaret Cameron Scholarship Fund

Established in 1956 by Colonel Mark M. Serrem in memory of his late wife, Margaret Cameron Serrem, class of 1927. The income to be used to provide a graduate scholarship for a qualified graduate of the school applying for the

same, to assist the recipient in commencing a course of study for a degree at a university. Priority shall be given to those applicants who intend to remain with the hospital staff or school faculty following completion of their course of study.

Murry and Leonie Guggenheim Fund

Established in 1957 by Mrs. Murry Guggenheim. The income to be used for

extraordinary improvements in the Nurses' Residence.

Catherine and Henry J. Gaisman Scholarship Fund

Established in 1956 by Henry J. and Catherine Gaisman. (Mrs. Gaisman is the former Catherine Vance, Class of 1940.) The income to be used to provide a graduate scholarship for a qualified graduate nurse of the School applying for the same, to assist the recipient in the completion of a degree program to be followed by such applicant. The award shall

be made annually by the faculty of the School, and the basis of the award shall be evidence of eligibility for admission to a university, an existing need for special preparation for an essential field of work, proof that the individual is capable of this specified study and that she gives promise of competency in the position for which she is preparing.

Estelle and Hugo Blumenthal Scholarship and Graduation Fund

Founded by Estelle and Hugo Blumenthal to provide an annual scholarship of \$500.00 to the student in the graduating class who has shown special fitness to advance in the profession of

nursing by taking courses at a college, or university, approved by the Board of Directors of the school. This fund also provides a cash award to each graduating student.

Isabelle Freedman Fund

Established by Mrs. Isabelle Freedman; income to be used for an award to a student in the graduating class who has

shown marked ability, proficiency and interest in her work.

Carrie M. and Gustav Blumenthal Graduating Class Prize Fund

Established by provision in the will of Gustav Blumenthal; income to be distributed annually as a prize or prizes among

the graduating class in such manner as the Directors of the School determine.

Berthold Levi Fund

Founded by Mrs. Berthold Levi in memory of Berthold Levi; income to be

used for educational purposes.

Amy C. and Fred H. Greenebaum Fund

Established by Mr. and Mrs. Fred H. Greenebaum; income to be used for an

annual award to a deserving student.

Daniel Kops Prize Fund

Founded by the employees of the House of Kops in memory of Daniel Kops. The estate of Daniel Kops also contributed

to this fund. Income to provide a prize to a student nurse for excellence in bedside nursing and kindness to patients.

Carrie Untermeyer Prize Fund

Founded by Henry Untermeyer; to establish an annual award to the student in the graduating class who has the best rec-

ord for kindness and proficiency in bedside nursing.

Solomon and Betty Loeb Fund

Founded by Solomon Loeb; income to be used for charitable or educational pur-

poses.

Emil Berolzheimer Memorial Fund

Founded by Mrs. Emil Berolzheimer in memory of her husband, Emil Berolzheimer; income to be used for higher education of nurses.

Albert W. Scholle Memorial Fund

Founded by William and Frederic Scholle as a tribute to the memory of their father; income to provide a recreation and vacation fund for the student nurses in the School.

Lillie Stern Scholle Pleasure Fund

Founded by Albert W. Scholle; income to be used largely to defray the expenses of parties, dances and other social gatherings of the students.

Eugene Meyer, Jr., Library Fund

Founded by Eugene Meyer, Jr., income to be used to supply books and magazines for the school library.

Jacques D. Wimpfheimer Memorial Fund

Founded by Charles A. Wimpfheimer in memory of his son, Jacques D. Wimpfheimer. Any student requiring financial assistance during her course may call upon this fund.

Charles A. Wimpfheimer Emergency Relief Fund

Established by Charles A. Wimpfheimer in order to give emergency relief or temporary assistance to graduates of the school and members of the Alumnae Association of the Mount Sinai Hospital School of Nursing.

Mr. and Mrs. Sam S. Steiner Fund

Founded by Mr. and Mrs. Sam S. Steiner in memory of their beloved son, William J. H. Steiner; income to be used for the relief of needy graduates of the School.

Mr. and Mrs. Morris Fatman Relief Fund for Graduate Nurses

Founded by Mr. and Mrs. Morris Fatman; income to be used for the relief of graduate nurses.

Aid and Relief Fund

Founded anonymously by a Director of the School of Nursing; income to be used for the assistance of graduate and undergraduate nurses.

Kalman and Harriet F. Haas Fund

Founded by Kalman Haas; income to be used for the general purposes of the School.

The Magdalene M. Klingenstein Award

Established by the Alumnae Association in memory of Mrs. Klingenstein. Given annually to a graduating student in financial need.

The Forty-seven Hundred REPRESENTATIVE CURRICULA

Curriculum / 1881

Length of Program: two years

Vacation: two weeks per year

Probation: (Preliminary Period): four months

Course of Training

The instruction includes.

- 1 The dressing of blisters, burns, sores, and wounds, the application of fomentations, poultices, cups, and leeches.
- 2 The administration of enemias and use of catheter.
- 3 The management of appliances for uterine complaints.
- 4 The best method of friction to the body and extremities.
- 5 The management of helpless patients; making beds, moving, changing, giving baths in bed, preventing and dressing bedsores, and managing positions.
- 6 Bandaging, making bandages and rollers, lining of splints.
- 7 The preparing, cooking, and serving of delicacies for the sick.

They will also be given instruction in the best practical methods of supplying fresh air, warming and ventilating sick-rooms in a proper manner, and will be taught to take care of rooms and wards, in keeping all utensils perfectly clean and disinfected, to make accurate observations and reports to the physician of the state of the secretions, expectoration, pulse, skin, appetite, temperature of the body, intelligence, as delirium or stupor, breathing, sleep, condition of wounds, eruptions, formation of matter, effect of diet, or of stimulants, or of medicines, and to learn the managements of convalescents.

The teaching will be given by visiting and resident physicians and surgeons at the bedside of the patients, and by the Superintendent and head nurses. Lectures, recitations, and demonstrations will take place from time to time, and examinations at stated periods.

From Biennial Report of the Mount Sinai Training School for Nurses, 1881-1883, p. 26.

Curriculum | 1905

Length of program three full years

Vacation 3 weeks (near the end of the first and the second years)

Probation two months

The Junior Year

First two months, constitute the probationary period and this time is spent mainly on the wards under the direct instruction and supervision of the Superintendents and her assistants

Probationary period (first two months) training was mainly on the wards, with some classes

and demonstrations of the use of appliances, utensils and general care of the patient

The training for the remainder of the year includes classes in anatomy and physiology, pharmacology and the principles and the ethics of nursing

The Intermediate Year

The practical work of the Intermediate Year is a continuation of that of the Junior Year, and instruction is given in the men's and women's medical and surgical, in the gynecological and children's wards. The theoretical work consists of a course in anatomy and physiology. The lectures and recitations include a study of the struc-

ture and development of the human body, a further study of the physiology of digestion, circulation, respiration and the special senses. While necessarily limited, the course is thorough as far as it goes and is given by a Physician who has made the subject a specialty

The Senior Year

The practical work of the Senior Year includes obstetrics, diseases of the special senses, operating room work, and the experience gained

by head-nurseship in the various wards. Dietetics and massage are taught both theoretically and practically in this year

From: *Report of the Mount Sinai Training School for Nurses 1904-1905*, p. 33

Curriculum / 1912

Length of program: three years

Vacation: 3 weeks (near the end of the first and second years)

Probation: three months

Preliminary term: (three months)

Theoretical

Hygiene and Sanitation

Domestic Science (particularly in relation to foods)

Bacteriology

Solutions

Bandaging

Elementary Nursing

Practical

Most of the time is spent on the wards. Special supervision is given to determine how effectively the probationer follows the demonstrations and her general fitness for nursing.

Junior Term

Anatomy and Physiology

Materia Medica

Urinanalysis

Intermediate Term

Nursing Ethics

Massage

Medical Diseases

Surgical Diseases

Children's Diseases

Contagious Diseases

Obstetrics

Instruction in practical work in the men's, women's, children's medical and surgical, gynecological, eye and ear wards, as well as dispensary.

Senior Term

Operating Room

Care of Private Patients

District Nursing

Executive Work

Attendance in the Operating Room Private Pavilion and the management of various wards.

From: *The Mount Sinai Training School for Nurses Circular of Information, 1911-1912*, pp 15-16.

Curriculum / 1922

Length of program: two years eight months

Vacation: 3 weeks during the first year and 4 wks. during the second year

Probation: (Preliminary Period): three months

Hours per week 52-56

Subjects	Preliminary Course Hours	First Year Hours	Second Year Hours	Third Year Hours	Total Hours
Anatomy and Physiology	35	25			60
Chemistry	20				20
Bacteriology	20				20
Hygiene and Sanitation	15				15
Practice of Nursing	92	25			117
Principles of Nursing	20	30			50
Bandaging	20				20
Nursing Ethics and History	15				15
Drugs and Solutions	20				20
Dietetics and Cookery	45				45
Materia Medica		20			20
Pediatrics:—					
Doctor's Lectures				6	6
Nursing of Children		10			10
Milk Room and Infant Feeding		2			2
Surgery and Surgical Clinics			20		20
Medical Clinics			20		20
Obstetrics and Gynecology:—					
Sloane			30		30
Manhattan Maternity			55		55
Social Service Nursing:—					
In Hospital Department			10		10
Public Health Lectures			8		8
City and Maternity Centre			25		25
Massage			15		15
Reading and Public Speaking			15		15
Operating Room Instruction:—					
Practical				45	45
Diet Therapy				12	12
Infection and Contagion				8	8
Eye, Ear, Nose and Throat				4	4
Occupational, Skin and Venereal				6	6
Advanced Nursing Topics				10	10
Review Quiz Classes				20	20
	302	112	173 to 198	105	692 to 717

Practice work, demonstration room—under supervision

80 hours

Study periods, class room—under supervision

120 hours

Total number of hours devoted to systematic instruction and to supervised study outside of the wards of the Hospital, 892 to 917, depending on course of study elected.

Curriculum / 1932

Length of program 3 years

Vacation 4 wks. each during first and second years

Probation (preliminary period): four months

Hours per week. 52

SUBJECTS	4 Mos. Prelimi- nary Course Hours	8 Mos. First Year Hours	12 Mos. Second Year Hours	12 Mos. Third Year Hours	Total Hours
Nursing Procedures	92	30			122
Nursing Principles	15				15
Supervised Practice	40				40
Anatomy and Physiology	60	30			90
Chemistry	30				30
Physical Education	15				15
Personal Hygiene	15				15
Community Hygiene and Sanitation			15		15
Bacteriology	30				30
Elementary Pathology		15			15
Drugs and Solution	25				25
Materia Medica		20			20
Bandaging	15				15
Nursing Ethics	16				16
History of Nursing				15	15
Psychology		15			15
Dietetics and Cookery	45				45
Dietotherapy		24			24
Pediatrics.					
Doctors' Lectures			15		15
Nurse Instructor		15			15
Nursing in Medical Diseases.					
Doctors' Lectures		20			20
Nurse Instructor		15			15
Nursing in Surgical Diseases					
Doctors' Lectures		20			20
Nurse Instructor		15			15
Massage		15			15
Obstetrics and Gynecology			55		55
Mental and Nervous Diseases:					
Doctors' Lectures			12		12
Nurse Instructor			8		8
Operating Room Technique				45	45
Communicable Diseases					
Doctors' Lectures			9		9
Nurse Instructor			6		6
Dermatology and Syphilology					
Doctors' Lectures			12		12
Nurse Instructor			3		3
Diseases of the Eye, Ear, Nose and Throat			8		8
Public Health and Social Service		10	10		20
Professional Problems				15	15
Review Classes				15	15
Case Study		5	5	5	15
Total Hours	398	249	158	95	900

ELECTIVES

Willard Parker Hospital	65 hours	Henry Street Settlement	64 hours
Bloomington Hospital	113 hours	Social Service—Mt. Sinai Hospital	20 hours
Practice work, demonstration room—under supervision, including bandaging			64 hours
Study periods, classroom—under supervision			80 hours
Total number of hours devoted to systematic instruction and to supervised study outside of the wards of the Hospital 950 to 1,050, depending on course of study elected			
Figures based on			
Total time of training, 3 years			156 weeks
July, August, and 2 weeks in December, no classes			30 weeks
Actual weeks of class instruction			126 weeks
Lecture hours	553	Weekly average per student	4.4 hours
Laboratory hours	347	Weekly average per student	2.8 hours
			_____ hours
Total class hours	900	Weekly average per student	7.2 hours
Highest actual class hours for Juniors, period of 10 weeks			8 hours

From: *The Mount Sinai Hospital School of Nursing, Announcement, 1932, p. 44.*

Curriculum / 1945

Length of program three years
 Vacation four weeks (each during first and second years)
 Probation (Preclinical). 20 weeks

Preclinical Period	Hours
Anatomy and Physiology	105
Chemistry	60
Microbiology	30
Pharmacology and Therapeutics	45
Nutrition, Foods and Cookery	45
History of Nursing	15
Professional Adjustments I	15
Psychology	15
Sociology	15
Nursing and Health Service in the Family	5
Physical Education	30
Nursing Principles and Practice	160
Clinical Period	
Diet Therapy	30
Introduction to Medical Science	15
Nursing and Health Service in the Family	10
Social Problems in Nursing Service	15
Community Health Problems	10
Medical Nursing (including Skin and Venereal diseases and tuberculosis)	75
Surgical Nursing (including gynecology, urology and orthopedics)	80
Eye, Ear, Nose and Throat Nursing	15
Operating Room Technique	45
Pediatric Nursing (including Communicable Diseases, Child Development and Guidance)	60
Nursing in Psychiatric and Neurological Conditions	30
Professional Adjustments II	15
Affiliations	
Obstetrics	45
Psychiatry (elective)	60
Ward Teaching during the Three Years (conferences and clinics)	210

Clinical Experience

Weeks

Preclinical Period	20
Medical Service	13-20
Surgical Service	13-20
Gynecological Service	6
Orthopedic Service	3
Ear Nose and Throat Service	3
Diet Kitchen	4
Operating Room Service	8
Emergency Nursing Service	4
Pediatric Service	12
Obstetrics (Sloane Hospital for Women, Medical Center, Columbia-Presbyterian)	12
Private and Semi-Private Patients Service	4
Out-Patient Department	8
Elective or Senior Assignments in a Special Service	12
Psychiatry (Westchester Division New York Hospital)	12
or	
Neurological Service	8
Central Supply Service	4
Vacation	8

Summary

	Class and Lab. Hrs.	Clinics and Conferences	Practice (Approx.)	Total Hours
First Year	785	65	1,327	2,177
Second Year	150	70	2,084	2,304
Third Year	50	75	2,179	2,304
Total	985	210	5,590	6,785

This does not include the hours of instruction given in the special electives.

From: *The Mount Sinai Hospital School of Nursing Announcement 1944-46*, pp 35, 37

Curriculum / 1956

Length of program three years
 Vacation four weeks each year

First Year

The first twenty-three weeks are devoted primarily to class and laboratory work with a limited amount of nursing practice in the hospital. At the conclusion of this term the student is given one week of vacation.

During the next period the student is assigned to the medical and surgical wards for clinical practice and concurrently she receives related

classes, conferences and bedside instruction. Following this she is assigned for clinical practice and classes in the surgical specialties. A vacation of three weeks is given at the end of this year.

The following courses are given during the first year:

Course Title	Class Hours	Weeks Practice
Biological and Physical Sciences:		
Anatomy and Physiology	115	
Chemistry	60	
Microbiology	55	
Social Sciences:		
Professional Adjustments I	15	
Professional Adjustments II	15	
Psychology	30	
Sociology	15	
Social & Health Aspects of Nursing	21	
Physical Education	30	
Medical Sciences, Nursing and Allied Arts:		
Nursing Arts	225	75 hours supervised practice is included
Nutrition	50	
Pharmacology I	15	
Pharmacology II	45	
Introduction to Medical Science (Pathology)	15	
Diet Therapy	25	
Medical and Surgical Nursing	179	20
Skin and Venereal Disease Nursing	15	
Eye, Ear, Nose & Throat Nursing	25	3
Orthopedic Nursing	16	2
Neurology	15	
TOTAL	981	25

Second Year

The second year is devoted to classes and practice in the operating room, obstetrics, psychiatry, gynecology, neurology and diet therapy laboratory. The classes and experience in psychiatric nursing are received at the

Westchester Division of New York Hospital or Creedmoor State Hospital. There is a four-week vacation near the end of this year.

Courses in the second year are as follows:

Course Title	Class Hours	Weeks Practice
Nursing and Allied Arts		
Orthopedic Nursing (continued)	4	2
Operating Room Technique	55	8
Diet Therapy	30	4
Gynecology	25	4
Obstetric Nursing	79	12
Psychiatric Nursing	105	12
Social Sciences:		
Social and Health Aspects of Nursing	12	
Neurology	20	6
TOTAL	330	48

Third Year

The third year offers many interesting experiences. Experience and instruction in pediatrics, out-patient department and emergency nursing is provided as well as in the care of private patients. Experience is also given in the psychiatric unit of the Hospital.

During this last year the student returns once

more for experience and instruction in medical and surgical nursing. At this time she is ready to accept almost complete responsibility for planning to meet the total needs of her patients. There is a four-week vacation during this year.

Courses in the third year are as follows:

Course Title	Class Hours	Weeks Practice
Nursing and Allied Arts		
Medical and Surgical Nursing	20	14
Nursing Care of Semi-Private Patients		2
Nursing Care of Private Patients		4
Emergency Nursing	10	4
Pediatric Nursing including Communicable		
Disease Nursing	107	14
Psychiatric Nursing (Home Hospital)	6	2
Social Sciences:		
History of Nursing	15	
Professional Adjustment II	15	
Social and Health Aspects of Nursing	19	8
TOTAL	192	48
GRAND TOTAL	1 503	121

From: *The Mount Sinai Hospital School of Nursing, Bulletin of Information, 1956*, pp 38-39

Curriculum 1963

Length of program 33 months

Vacation 10 weeks (six weeks first year and four weeks between second and third years)

First Year

12 Week Quarters	Subject	Total Hours of Instruction	Hours of Clinical Laboratory Experience
First	Fundamentals of Nursing	36	30
	Anatomy and Physiology	40	
	Nutrition	30	
	Introduction to Science	25	
	Psychology	30	
	Professional Development	25	
Second (Plus One Week Vacation)	Medical-Surgical Nursing I	58	44
	Anatomy and Physiology	40	
	Psychology	30	
	Microbiology	25	
	Communication Skills	30	
Third (Includes One Week Vacation)	Medical-Surgical Nursing I	63	77
	Anatomy and Physiology	40	
	Microbiology	25	
	Sociology	24	
Fourth (11 Weeks)	Medical-Surgical Nursing I	57	164
	Anatomy and Physiology	40	
	Sociology	21	

Second Year

12 Week Quarters	Subject	Total Hours of Instruction	Weeks of Clinical Laboratory Experience
First	Maternity Nursing	90	12
Second	Nursing of Children	90	12
Third	Psychiatric Nursing	110	12
Fourth	Medical-Surgical Nursing II	65	6
	Operating Room Nursing	45	6
	Epidemiology	30	

Third Year

12 Week Quarters	Subject	Total Hours of Instruction	Weeks of Clinical Laboratory Experience
First	Outpatient & Emergency Nursing	132	12
Second	Nursing in Long-Term Illness	40	6
	Leadership & Human Relations	42	6
Third	Medical-Surgical Nursing III	80	12
	Professional Trends & Relations	45	

From *The Mount Sinai Hospital School of Nursing, Bulletin of Information, 1963-1965*, pp 26-27

Curriculum / 1971

Length of program. 33 months

Vacation 11 weeks

First Year

12 Week Quarters	Subject	Total Hours of Instruction	Hours of Clinical Laboratory Experience
First Quarter	Fundamentals of Nursing	45	30
	Anatomy and Physiology	40	
	Professional Development	30	
	Nutrition*	30	
	American Social Institutions and Social Change*	30	
Second Quarter	Medical-Surgical Nursing I	55	58
	Anatomy and Physiology	40	
	Nutrition*	15	
	American Social Institutions and Social Change*	15	
	General Psychology*	15	
Third Quarter	Fundamentals of Microbiology*	25	94
	Medical-Surgical Nursing I	71	
	Anatomy and Physiology	40	
	General Psychology*	30	
	Fundamentals of Microbiology*	50	
Fourth Quarter	Medical-Surgical Nursing I	61	127
	Anatomy and Physiology	40	

Second Year

12 Week Quarters	Subject	Total Hours of Instruction	Hours of Clinical Laboratory Experience
First & Second Quarters	Maternal & Child Health Nursing	160	488
	Child Psychology*	45	
	Elementary Exposition*	45	
Third Quarter	Psychiatric Nursing	90	228
	Epidemiology*	30	
	Fundamentals of Speech*	15	
Fourth Quarter	Medical-Surgical Nursing II	80	

Third Year

12 Week Quarters	Subject	Total Hours of Instruction	Hours of Clinical Laboratory Experience
First Quarter	Nursing in Long-Term Illness	48	126
	Out-Patient and Emergency Nursing	45	126
	The Foundations of America*	45	
	Introduction to Philosophy*	45	
Second Quarter	Medical-Surgical Nursing III	94	222
Third Quarter	Leadership and Human Relations	90	252
	The United States in World History*	45	
	English Literature*	45	

*Courses given at the School of General Studies, Hunter College of the City University of New York.

From: *The Mount Sinai Hospital School of Nursing Catalogue, 1967-1968*, p. 11.

C H R O N O L O G Y

The Mount Sinai Hospital School of Nursing

- 1855 May 17—Mount Sinai Hospital opens its doors, at 138 West 28th Street.
- 1872 The hospital moves to Lexington Avenue, between 60th and 67th Streets.
- 1878 A group of women headed by Mrs. Alma DeLeon Hendricks formulates plans to develop a school of nursing at Mount Sinai Hospital, based on the new nurses training program at Bellevue Hospital.
- 1881 Plans for the school are perfected and "The Training School for Nurses" is incorporated with a board of directors, separate from but cooperating with the Board of Trustees of the hospital. The school opens on March 11, 1881, with eight probationers, four graduate nurses, and Miss Kate Rich as the superintendent of nurses. The first home of the school is a rented house at 850 Lexington Avenue.
- 1883 First class graduates.
- 1884 Female nurses first authorized on male wards.
- 1894 Alumnae Association founded.
- 1895 Board of directors is formed retaining separate incorporation of the school. Half of the members are trustees of the hospital.
- 1904 The nursing school moves with the hospital to a new location at Fifth and Madison Avenues, between 100th and 101st Streets.
- 1904 Obstetrical affiliation begins.
- 1905 School is registered with the Board of Regents at the University of the State of New York, laying the foundation for a systematically planned curriculum.
- 1905 The Alumnae Association incorporates.
- 1913 First elective psychiatric affiliation begins.
- 1915 Two full-time nursing arts instructors are appointed.
- 1916 Sixty-five nurses serve in Europe with Base Hospital #3, formed by the Mount Sinai Hospital at the onset of World War I.
- 1917 Estelle and Hugo Blumenthal set up an annual scholarship of \$500.00 to the graduating student deemed capable of preparing for advanced study in nursing.
- 1917 Students accepted from other institutions for affiliation in medical nursing, pediatric nursing, and out-patient departments.
- 1923 Name of the school officially changed from "The Training School for Nurses" to "The Mount Sinai Hospital School of Nursing."
- 1926 Student Council established.
- 1927 Four years of high school education required as minimum entry educational preparation for the school of nursing.
- 1927 New nurses' residence at 5 East 98th Street opens.
- 1931 Clinical instructors in medical and surgical nursing appointed; they are the first instructors in any clinical area of the hospital.
- 1935 Student Association founded.
- 1935 Rotation plan introduced for the assignment of students for experience in the clinical areas.
- 1936 "Block Period" introduced for correlated classroom teaching with clinical experience in medical and surgical nursing.
- 1938 Student weekly work and class schedule, reduced from a 56 hour week to a 48 hour week.
- 1938 Clinical instructor appointed in pediatrics.
- 1940 School accredited by the National League of Nursing Education.
- 1942 Medical Unit organized during World War II. Nurses serve with Third General Hospital in North Africa, Italy and France.

- 1943 School approved by the United States Public Health Service for the Cadet Nurse Corps Program.
- 1946 Additional psychiatric affiliation established enabling all students to have psychiatric nursing experience.
- 1946 "The Oaks" estate bequeathed with an endowment fund to the Alumnae Association by Charles and Magdalene Klingenstein, to be used as a recreational and vacation center.
- 1947 First school newspaper published by the student association.
- 1952 Report of the State Board of Nurse Examiners commends the school for excellent performance of candidates in state board examinations.
- 1952 Murry and Leonie Guggenheim set up fund for ten scholarships of \$100.00 each for entering students who need financial assistance; \$50.00 for each student upon entering the second and third years after satisfactory completion of the work in the prior year; grants-in-aid to especially needy students.
- 1953 Obstetric affiliation at Columbia-Presbyterian Medical Center discontinued since the new obstetric department of the Mount Sinai Hospital has been opened and approved by the State Education Department for the education of students.
- 1953 Forty hour weekly schedule including clinical experience and classes introduced for all students.
- 1953 Clinical instructor appointed in the surgical specialties.
- 1955 Clinical instructor appointed for the operating room.
- 1956 "Homecoming Day" held in celebration of the school's 75th Anniversary.
- 1957 Nurses' Residence, 5 East 98th Street, now thirty years old, repaired and renovated with financing provided by the Guggenheim family; subsequently named Murry and Leonie Guggenheim Hall.
- 1962 Grace A. Warman retires. During her administration she increased the faculty from five full-time instructors to twenty-two full-time, and three part-time instructors; introduced the forty-eight hour, and then the forty hour week for students and graduates. The Alumnae Association presents her with an honorary diploma and a nursing pin, the only nurse ever chosen for this distinction.
- 1962 Mary Jane Venger, R.N., M.A., appointed director of nursing of the hospital and school of nursing. She reduces the nursing school program to thirty-three months, subsequently achieves full accreditation from NLN.
- 1963 Many student policies changed and liberalized. Courses arranged for students at Hunter College.
- 1967 Miss Venger resigns.
- 1968 Cynthia R. Kinsella, R.N., Ed. D., appointed director of nursing of the hospital and the school of nursing.
- 1969 The Mount Sinai Hospital School of Nursing begins a cooperative teaching program with City College of City University of New York; Cynthia Kinsella appointed dean of the now collegiate school of nursing.
- 1971 Last class of The Mount Sinai Hospital School of Nursing graduates.
- 1972 Cooperative teaching program (The Mount Sinai Hospital School of Nursing and C.U.N.Y.) is terminated.
- 1975 The Mount Sinai Hospital School for Continuing Education in Nursing founded with the Charter of The Mount Sinai Hospital School of Nursing.
- 1981 100th anniversary of the founding of the Mount Sinai Hospital School of Nursing celebrated on May 2, 1981.

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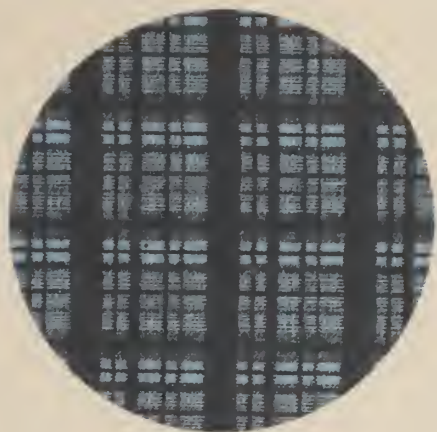
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*The object
of this society
is the education
and training of
for the sick,
in order that
those desirous
of devoting the
to this noble ca
shall find a sch
for their educat
and the public
shall reap
the advantage
of skilled and
educated labor*

*Articles of Inco
March 24, 1881*



all the excitement and medical drama a young and impressionable student nurse could desire. Yet, as this story unfolds, it is clear that a student nurse's life was by no means all work and study. It portrays in vivid vignettes, and often in the students' own words their joys and sorrows; their irrepressible high spirits and adventures in New York City; their successful efforts to found a student organization and newspaper.

Many Mount Sinai graduates wished to remain close to the school after graduation. Thus in 1894 The Alumnae Association of The Mount Sinai Hospital School of Nursing was founded. It has served this purpose on many different levels. Quickly recognizing the need for a national organization to further the profession's goals, the association joined the predecessor of the American Nurses Association, the Nurses Associated Alumnae of the United States. For its own graduates, with the help of many friends, the association set up and administered funds to help ill and needy nurses, provided scholarships and other benefits such as maintaining The Oaks, the association's vacation and rest home, bequeathed by longstanding friends of Mount Sinai nurses, Charles and Magdalene Klingenstein.

Every alumna who reads this book will once again relive her "Mount Sinai years." All other readers will find this story immensely entertaining and informative as they discover how this fine school produced highly skilled nurses year after year—nurses proud of their heritage and willing to devote their lives to a profession that is in greater demand today than at any time in the history of mankind.

*Charlotte Isler
First Vice President Alumnae Association*

